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ABSTRACT

This instructional package contains a facilitator's guide, eight learning modules, and 39 handouts for teachers and counselors to use in a program to help adolescents increase their options through life/work planning. Outlined in the facilitator's guide are the nature and importance of life planning; the content, organization, and level of materials provided in the modules; and materials needed and supplemental resources suggested for the program. The modules deal with the following topics: introduction to life planning, coming to know oneself, life decision making, exploring expanded life roles, identifying one's skills, relating values to employment, investigating occupations, and setting life goals. Included in each module are a rationale, objectives, a list of materials needed, suggested time limits for the module, step-by-step instructions for each workshop activity, and all handouts for the module. Recommended for use with students in grades 7-12, the modules utilize an experiential and participatory approach. (MN)

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ED219608

Increasing Options through Life / Work Planning

For Teachers and Counselors to Use With Young People Ages 13-18

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CE033341

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FACILITATOR'S GUIDE

I. WHAT IS LIFE/WORK PLANNING?

Life/work planning is a process that helps individuals develop tools for gaining and maintaining self-direction in the face of many choices. It is a step-by-step method of examining skills, values, interests, and needs and is invaluable for surviving and thriving in a complex and rapidly changing world of employment, home and family, education and leisure.

Life/work planning is a discipline and strategy that encourages one to take control over one's life, overcome myths, and live within a world of conscious choices and maximized options. It can overcome traditional life/work socialization that has historically limited the life/work options of boys and girls. It will expand adolescent role expectations and improve the life/work options of Wisconsin's junior and senior high school students.

II. WHY LEARN LIFE/WORK PLANNING?

A myriad of complex issues face today's teenagers. Teenage pregnancy, alcohol and drug abuse, truancy, and dropping out of school are realities for many young adults and the parents, teachers, and communities that care about them. However, many teens are unaware of the impact these issues will have upon their future life options.

A recent survey shows that teenage girls seriously underestimate their future labor force participation. A Gallup Youth Survey found that most teenage girls plan to become secretaries, while the occupations of skilled worker, engineer, and lawyer are top career choices of boys. The effects of this kind of sex role stereotyping in one society often leave women without life goals other than "finding a husband" and without a means of making an adequate income. Without sex equity young men are denied the opportunity to develop the crucial skills to become good parents and home managers.

Young adults need resources for coming to terms with a variety of critical life decisions. They also need methods for examining attitudes and stereotypes about male/female roles in the home and family as well as in the market place. The process and skills of life/work planning can help teenagers to make less restrictive choices and increase their life/work options.

III. WHAT INFORMATION IS COVERED IN THE MATERIALS?

The materials are divided into eight modules:

I. Introduction

II. Who Am I?

III. Life Decision-Making

IV. Exploring Expanded Life Roles

V. Identifying My Skills

VI. Relating Values to Employment

VII. Investigating Occupations

VIII. Setting Life Goals

IV. HOW ARE THE MATERIALS ORGANIZED?

Each module contains:

1. A rationale, objectives, list of materials needed, and suggested time limit for the module.
2. Specific, step-by-step instructions for each of the workshop activities.
3. All handouts in the module.

V. WHAT METHODS ARE USED IN THE MATERIALS?

The materials use a variety of techniques to help participants examine personal and societal attitudes, gain increased knowledge and develop the skills necessary for life/work planning. We believe participants "learn by doing," and, therefore, the focus of the materials is experiential and participatory.

VI. WHO IS THE AUDIENCE FOR THE MATERIALS?

We recommend that modules I - IV be used with grades 7 and 8. Modules I - VIII have been developed to be used in their entirety for 9th through 12th grades. Facilitator should use her/his own discretion in judging appropriateness of modules for any particular group of participants.

VII. HOW LONG IS THE ENTIRE PROGRAM?

The materials include a total of 26 hours of activities. An actual life/work planning program might be carried out in a variety of ways: a teacher might run a semester course; a family planning agency might conduct a series of evening sessions; a community organization might hold a three-day workshop. The materials are flexible enough to be used in a variety of settings and time frames.

VIII. SHOULD I USE ALL THE ACTIVITIES OR SELECT A FEW?

Each module contains a number of exercises the facilitator may use. Facilitator should use her/his own judgment in making additions, deletions, or substitutions. Although we recommend the materials be used in their sequential order, adaptations may need to be made based on logistics of time, setting, audience.

IX. WHAT ABOUT SPECIAL TARGET POPULATIONS?

The materials have been developed to reflect race, sex, and ethnic diversity. Facilitator may want to adapt the materials further to meet the needs of a particular racial or ethnic population. Films, role models, guest speakers, and field trips can be added to explore local cultures and supplement issues of cultural diversity.

X. MATERIALS YOU WILL NEED

The following is a list of materials you'll need to assemble before you begin a life/work planning program.

Easel and easel pad (or chalk board)
Felt-tip pens (or chalk)
Overhead projector
Set of transparencies, which you will have to photocopy on your own
Small work tables
Handouts for participants, which you will have to duplicate on your own. These should be printed on two-or three-hole punched paper.

XI. SUPPLEMENTAL RESOURCES

We believe that the materials offer a variety of resources and can stand alone as a program. We also believe life/work planning can build upon and complement career education, vocational and guidance programs currently underway. In addition, resources exist that provide an excellent supplement to this program.

Issue	Resource Idea	Suggested Module
Overview of Life/ Work Planning	Where Do I Go From Here With My Life, J. Crystal, R. Bolles, Seabury Press, 1974.	General background to materials
	What Color is Your Parachute, R. Bolles, Ten Speed Press, 1972, Revised 1979.	
	The Quick Job Hunting Map, R. Bolles, Ten Speed Press, 1975.	
Race, Sex, and Cultural Diversity	Individual Differences: An Experience In Human Relations, M. Cummings, Madison Public Schools, Madison, Wisconsin, 1974.	1
	Choices and Careers, Free To Choose, a Career Development Project for Tribal Girls, Office of Women's Education Resources, UW-Extension.	1
Teen Pregnancy	16mm films: "Teenage Father," Children's Home Society of California, 1978, 29 minutes.	2
	"Young, Single and Pregnant," Leonard Schwartz, 1974, 18 minutes.	
Math Anxiety and Avoidance	"Multiplying Options, Subtracting Bias," videotape, E. Fennema, P. Wolleat, A. Becker, J. Pedro, 1979.	2
Decision-Making	Getting It Together, B.A. Mattox, Bernant Press, 1975.	2
	Deciding, H.B. Galath, B. Varenhorst, R. Carey, College Entrance Examination Board, 1972, New York.	

Issue	Resource Idea	Suggested Module
People with Disabilities	See Me More Clearly—Career and Life Planning For Teens with Physical Disabilities. J. Slayton Mitchell, Harcourt Brace Jovanovich, 1980.	2
Exploring Occupations	Career Day, Career Fair, Interest and Aptitude Tests	7
Nontraditional Jobs	Skilled Jobs for Women, 2095 Winnebago, Madison, Wisconsin, 53704.	7

MODULE 1

INTRODUCTION

I. RATIONALE

A successful course or workshop must begin by familiarizing participants with its purpose and content. This introductory unit is also designed to raise participants' awareness about the need for life/work planning in one's life. Participants will also do some fantasy brainstorming to become personally involved with the program content.

II. OBJECTIVES

A. To share the program content, format, and purpose.

B. To increase awareness of the role life/work planning can play in one's life.

C. To brainstorm one's past life/work fantasies.

D. For participants who do not know each other to become better acquainted within an open and relaxed climate.

III. MATERIALS

Handouts: Handout #1: "Why Do We Need Life/Work Planning?"

IV. TIME

2 hours

V. MODULE ACTIVITIES

A. Introduction to Program (1 hour)

STEP 1. Introduce program by informing participants that the purpose of the materials is to teach them about the new field of life/work planning, which is a process designed to facilitate self-direction and decision-making in the face of many options. Life/work planning is not a process one implements once in one's life; rather it helps individuals develop tools that can be used throughout life. Explain that at different times all individuals have trouble making important life decisions that could have significant impact on their future home and family as well as paid work options. State that these materials, therefore, are designed to assist participants with some of the important life decision-making they will have to do over the next few years.

STEP 2. Have participants do the following exercise to become aware of some of their own life decision-making fantasies. Divide the group into pairs. Instruct each participant to elicit the following from their partner:

a. Tell, what they, as young children, imagined their home and family situation would be when they grew up.

b. Tell what sort of paid work they pictured themselves doing when they grew up.

(If facilitator is working with a group of previously nonacquainted individuals, this could also serve as a getting-acquainted exercise by having paired participants share their names, grade, and school.)

STEP 3. Reconvene group and instruct participants to introduce their partners to the whole group, sharing what they have learned.

B. Exercise: "Why Do We Need Life/Work Planning?"(55 minutes)

STEP 1. Distribute Handout #1, "Why Do We Need Life/Work Planning?" and ask participants to read through the vignettes and note any that seem similar to a situation they have known or heard of.

STEP 2. Facilitate discussion on how the individuals in the handout would have benefitted from life/work planning or decision-making skills. Try also to get participants to give examples from their own life experiences.

C. Plans for the Modules Ahead (5 minutes)

STEP 1. Explain to participants how the course will be set up and what will be covered when.

STEP 2. Answer any questions.

Why do we need Life / Work Planning

??????????????????

Handout No. 1

DIRECTIONS: As you read through the following, note with an asterisk (*) any details that seem similar to a situation that you have known or heard of.

1. Ben's brothers had all gone to work in the family restaurant when they finished high school. Many of his other relatives had gone to work there as well -- it was a family tradition. When he was in eleventh grade Ben started looking for a part-time job and his parents pressured him to work at the restaurant too. Ben preferred working by himself rather than around a lot of people, and he really enjoyed the outdoors. But because he couldn't think of anything else to do and because he didn't want to disappoint his family, he finally went to work at the restaurant just as everyone wanted him to.

2. Dawn became pregnant when she was in the tenth grade. She had never considered saying "no" to her boyfriend, and she had just assumed getting pregnant would never happen to her. When she decided to keep the baby she expected to have fun taking care of it. Now the baby seems to cry a lot and needs something all the time. She's dropped out of high school, and her parents resent having to support her and the baby. Dawn never thought motherhood would be like this.

-Continued on Next Page-

3. Joe never thought much about his future; he just figured that things would "work out." He had never checked into any training programs or colleges and he felt that with a high school diploma he had more education than most of his friends anyway. He never applied for any part-time jobs during high school because he felt, "You're only young once!" Toward the end of his senior year everyone started bugging him and asking him, "What are you going to do, Joe?" He just said, "I don't know," and spent most of his time listening to music in his room and worrying.

4. Miyoko did well in school but she never chose her classes too carefully. She just selected the courses that met at the best times, had the easiest teachers, and seemed like fun. Miyoko was very artistic and always felt she could be a good graphic designer. During her senior year she applied to the graphic design program at her local technical college. She was not accepted into the program because she had not taken any of the required math courses. "I never thought I'd need any math to do design work," said Miyoko to her friends.

Developed by Roberta Gassman and Nancy Deutsch
For Women's Education Resources, UW-Extension
and
Bureau for Vocational Education Wisconsin
Department of Public Instruction

MODULE 2

WHO AM I?

I. RATIONALE

Before participants can make important life decisions and carry out the specifics of life/work planning they must know more about themselves, and feel good about themselves.

This unit will help participants assess their strengths, likes, and dislikes. They will also begin to identify the life traits that they value. The unit will attempt to build self-worth and self-esteem so that students can develop the strength and independence they will need to make future life decisions.

II. OBJECTIVES

A. To develop a positive sense of self-worth and self-esteem, which will act as a foundation for making future difficult life/work decisions.

B. To strengthen an independent sense of self.

C. To carry out a self-investigation covering:

1. likes/dislikes
2. interests
3. aptitudes
4. positive things they've done
5. future things they'd like to do
6. strengths

III. MATERIALS

Handouts: Handout #2: "My Favorite Things To Do"
Handout #3: "My Favorite Things To Do Question Sheet"
Handout #4: "All About Me"
Handout #5: "Vital Statistics"

IV. TIME

4 hours

V. MODULE ACTIVITIES

A. Introduction of Module (10 minutes)

STEP 1. Explain to participants that the purpose of the module is to help them learn more about themselves and feel good about themselves.

STEP 2. Explain to participants the importance in one's life of knowing yourself, liking yourself, and being independent of others when making difficult life decisions.

B. Exercise: "My Favorite Things To Do" (50 minutes)

STEP 1. Introduce exercise by explaining to participants that it will give them an opportunity to learn more about themselves and what they like to do.

STEP 2. Distribute Handout #2, "My Favorite Things To Do," and ask participants to think first about what they really enjoy doing. Then ask them to list on their sheet 8 things that they enjoy doing. Then ask them to list 2 things that they used to like to do, but no longer enjoy doing. Explain to participants that the activities they like to do can give them valuable information about their strengths and interests.

STEP 3. Explain list of 12 coding items at the top of the handout. Have whole group, with your assistance, code together the example, "going fishing," placing an x under each relevant item.

STEP 4. Distribute Handout #3, "My Favorite Things to Do Question Sheet," and ask participants to answer independently each of the 5 questions.

STEP 5. Facilitate large group discussion with participants sharing their thoughts on their findings. Stress the importance of knowing yourself, especially your likes and dislikes.

C. Optional Exercise: "Getting To Feel Good About Me" (1 hour) (This exercise will be most effective with a mature group, probably 11th or 12th graders.)

STEP 1. Introduce exercise by explaining to participants the importance of being able to recognize one's own strengths and feel confidence and satisfaction because of them. Define compliments, which are positive pieces of feedback that people can share with each other.

STEP 2. Divide large group into small groups of 5-6. Give instructions for exercise: each small group should form a circle of chairs. One chair should be placed in the middle of the circle. Participants will then take turns

being the "compliment receiver." The "compliment receiver" sits in the chair in the middle of the circle. All other small group members then take turns being the "compliment sender." Going around the circle all "senders" tell the "compliment receiver" two strengths or positive traits they see and like in them. Continue process until all small group members have had a turn to be the "compliment receiver."

STEP 3. Facilitate large-group follow-up discussion covering:

a. How did it feel to be receiving compliments?

b. How did it feel to be sending compliments?

c. Is it hard or uncomfortable to hear or accept other people's compliments? Why?

d. Is it hard or uncomfortable to give compliments to other people? Why?

STEP 4. Summarize importance of knowing your strengths and being able to feel good about yourself.

D. Exercise: "All About Me" (1 hour)

STEP 1. Introduce "All About Me" exercise. Explain that this exercise will give them further information about themselves and the influence of others on self-esteem and self-worth.

STEP 2. Have participants complete "All About Me" sentence stems, Handout #4.

STEP 3. Lead a follow-up discussion with the large group using the following questions as a guide:

a. Which questions were easy to answer? Difficult? (e.g. Identifying your strengths? Woman/man you admire? What you strongly believe in?)

b. What did you discover about yourself?

c. How does self-esteem affect your decisions and choices?

d. How do your friends/parents affect your decisions and choices? What you do for fun? What you do in school?

e. What differences do you notice in what you look for in a girlfriend versus a boyfriend?

f. How have you been affected by being brought up a a male or female?

g. How does your cultural/ethnic background affect who you are?

E. Exercise: "Role Model" (1 hour)

STEP 1. Introduce exercise by explaining the importance of role models: "Learning about another person's life path can give you an example or 'role model' for dealing with the questions, decisions, problems, and solutions related to a career you may someday want to pursue."

STEP 2. Have participants research the life path of someone of their sex who has achieved in a field they are interested in. This may be a vocational or avocational interest. Use the "Vital Statistics," Handout #5, as a guide.

Research on role models could be gathered from libraries, books, magazines, and community resources. Students may want to include pictures and related documents in their research.

Facilitator may choose to use a specific autobiography or film to reflect the racial or cultural background of the participants.

STEP 3. Have participants report on their findings in small or large groups. This may be dependent on the time available.

STEP 4. Summarize module stressing the role of self-esteem in one's life.

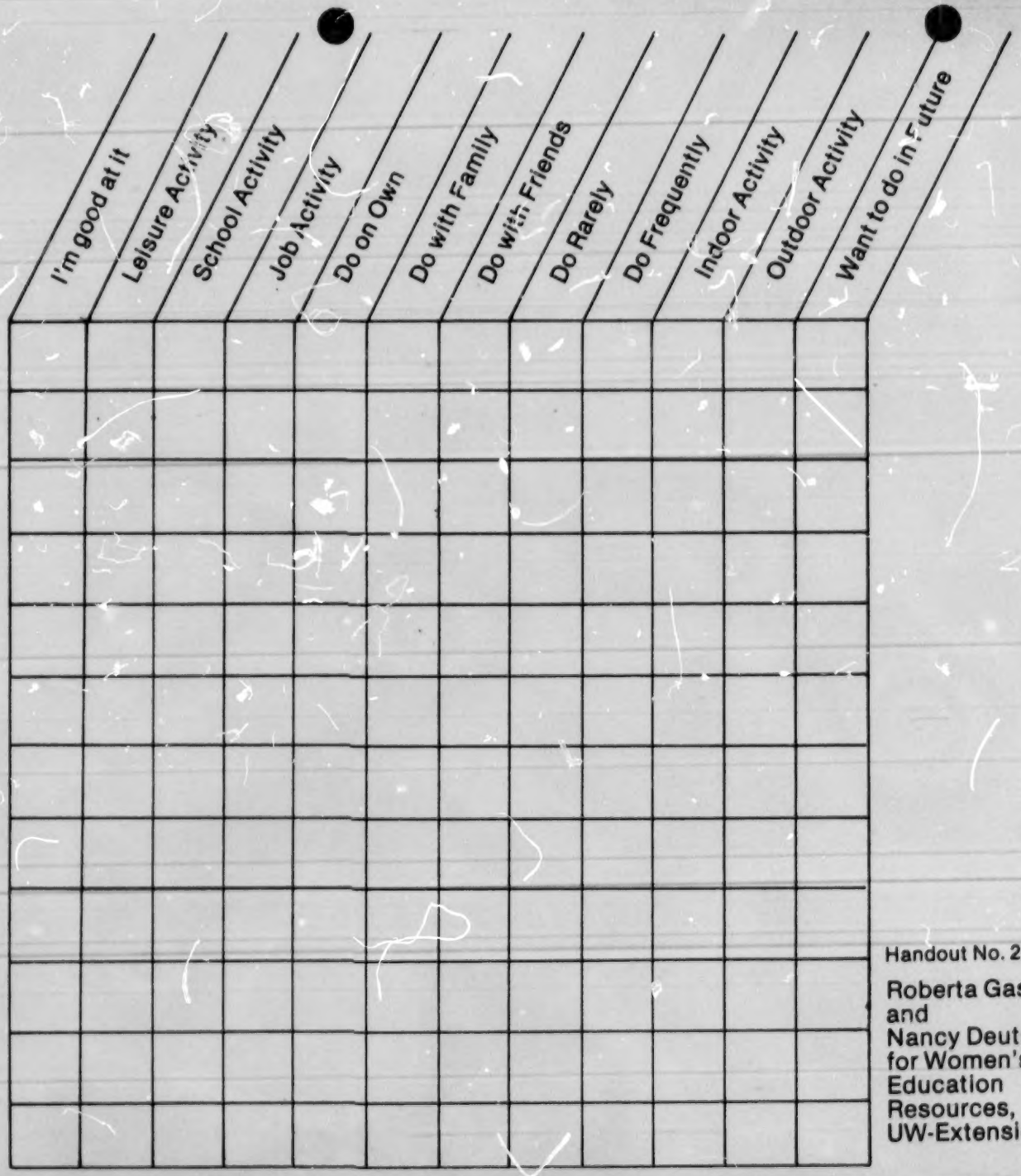
MY *Favorite Things To Do*

Please list 8 things that you like to do (that you enjoy, that make you feel good and happy).
EXAMPLE: Fishing.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Please list 2 things you used to like to do:

1. _____
2. _____



Handout No. 2

Roberta Gassma and Nancy Deutsch for Women's Education Resources, UW-Extension

Handout No. 3

My *Favorite Things* To Do

question sheet

After completing "My Favorite Things To Do," please answer each of the questions listed below:

1. This exercise has helped me to see that I possess the following interests, strengths, abilities, or talents:

2. After completing the exercise I was surprised and pleased to find that:

3. I can now see that at least two skills/interests I'd like to develop in the future are:

4. I can see that my cultural/ethnic background has influenced my interests in the following two ways:

5. I can see that my sex has influenced my interests in the following two ways:

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ALL ABOUT ME

Handout No. 4

SENTENCE COMPLETION

Directions: Fill in the blanks at the end of the sentence with your immediate reaction.

1. My parents wish I would _____

2. Before I die I hope to _____

3. Someone I trust is _____

4. I'd like to learn more about _____

5. A woman I admire _____

6. I strongly believe in _____

-Continued on Next Page-

7. Most of my friends don't know_____

8. I'm proud of_____

9. A man I admire_____

10. I daydream about_____

11. Cliques make me feel_____

12. What I want most is_____

13. A boyfriend is someone who_____

14. I find it difficult to_____

15. My friends would describe me as_____

16. My "roots" (cultural/ethnic background)_____

17. A girlfriend is someone who_____

18. Compared to others I_____

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VITAL STATISTICS

Handout No. 5

Name: _____

Born: _____ Died: _____

Place of birth: _____
(City) (State)

Education: _____

_____

Field of Achievement: _____

Life goals this person strove toward: _____

_____

_____

-Continued on Next Page-

How was self-esteem and a sense of self-worth demonstrated by this person?___

_____

_____

What barriers and obstacles were overcome by this person?_____

_____

_____

How did this person manage the demands of both home and family and paid work?

_____

_____

_____

How are you like this person? Different from this person?_____

_____

_____

_____

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MODULE 3

LIFE DECISION-MAKING

I. RATIONALE

This module will introduce participants to the importance of life decision-making by preparing them for making well-informed, well-considered decisions in their own lives. The unit will explore how and why people make decisions and how decisions affect future options. Participants will learn and evaluate various approaches of decision-making. Throughout the materials an awareness of sex-role stereotyping and its influence upon life options will be emphasized.

II. OBJECTIVES

A. To develop awareness of the impact of decision-making on life options.

B. To build awareness of how values, sex-role stereotyping, and one's culture can affect life decisions.

C. To increase awareness of how significantly sexuality and sexual activity can affect all future life options.

D. To raise awareness of the importance of being responsible for sexual activity.

E. To increase awareness of the importance of having life goals and direction.

F. To accept responsibility for self by beginning to develop life decision-making and problem-solving skills that are based on conscious choices.

G. To examine one's own personal decision-making approach.

III. MATERIALS

Handouts:
- Handout #6: "The Importance of Life Decision-Making"
- Handout #7: "Values and Life Decision-Making"
- Handout #8: "Differences in Decision-Making Approaches"
- Handout #9: "Decisions, Decisions, Decisions. . . Case Study 1"
- Handout #10: "Decisions, Decisions, Decisions. . . Case Study 2"
- Handout #11: "Decisions, Decisions, Decisions. . . Case Study 3"
- Handout #12: "Decisions, Decisions, Decisions. . . Case Study 4"
- Handout #13: "Decision-Making Approaches Discussion Sheet"

IV. TIME

3 hours

V. MODULE ACTIVITIES

A. Introduction of Module (10 minutes)

STEP 1. Explain to participants that the purpose of the module is to become more aware of how and why people make decisions so that they will be better prepared to make decisions in their own lives.

STEP 2. Explain to participants the significance of life decision-making by covering its impact upon their current lives, their education, and their future.

B. The Importance of Decision-Making (50 minutes)

STEP 1. Introduce this exercise by asking participants to jot down on a piece of paper an important decision they made recently. Then facilitate brief discussion by having participants share why their decision was important.

STEP 2. Distribute Handout #6, "The Importance of Life Decision-Making," and ask students to read the story. Then have participants work in pairs to answer the questions at the end of the story.

STEP 3. Have participants report back, sharing their answers with the group. List all decisions identified by participants on easel or blackboard. (Examples: not to be like her sister, to be accepted socially.)

STEP 4. Have large group rank 3 most important decisions Betsy made. Facilitate discussion on what makes decisions important to different people and how decisions can impact on one's future.

C. How Values Affect Life Decision-Making (1 hour)

STEP 1. Introduce exercise by covering role of values in life decision-making. Values are the ideas on which people act. The best way to know a person's values is to look at his/her decisions and actions. People usually decide what to do to bring about certain results while avoiding other results; therefore, decision-makers must know what they want and value.

STEP 2. List on blackboard or easel the typical values held by adults and teens:

health
security
companionship
adventure
knowledge
emotional strength
physical strength
religious beliefs
opinion of others
prestige and recognition
helping others
immediate pleasure
family
honesty
creativity
independence
money
education
responsibility

STEP 3. Have group define several of these values and give examples of decisions that would be related to those values.

STEP 4. Ask participants to jot down one value they hold, a decision related to that value, and how the decision could affect their future. (Example: Immediate pleasure. "I decided, as I usually do, to buy a new piece of clothing rather than put the money in the bank. This may leave me with little security for the future.")

STEP 5. Distribute "Values and Life Decision-Making," Handout #7, and ask participants to read the story. Have participants work in small groups of 4 to answer the questions at the end of the story. Tell participants that they may use the list of values on the easel (or blackboard) for answering the questions; however, they also may want to consider other values they can think of on their own.

STEP 6. Have participants report back, sharing their answers with the group. Facilitate discussion covering how we obtain our values; how values are related to our sex or cultural/ethnic background: and, how sexuality and unplanned pregnancy can affect all the future life options of women vs. men.

D. Differences in Decision-Making Approaches (1 hour)

STEP 1. Introduce this section by explaining that depending upon the time and situation, different people use different decision-making approaches.

STEP 2. Write the eight different approaches for making decisions on the easel or blackboard:

impulsive
compliant
delaying
agonizing
intuitive
planning
fatalistic
no risk

Then distribute "Differences in Decision-Making Approaches," Handout #8, and ask students to read it over and answer on their own the question at the end.

STEP 3. Facilitate discussion with participants sharing their thoughts on and answers to the handout.

STEP 4. Have large group give examples of the eight different decision-making approaches. Discuss.

STEP 5. Have participants jot down a decision-making situation they faced recently, what they decided, which strategy they used and why they used it. Discuss.

STEP 6. Tell participants that they will now get more practice thinking about the various strategies. Divide students into small groups, giving each group a "Decisions, Decisions, Decisions . . . Case Study," either 1, 2, 3 or 4, Handout #9, 10, 11, or 12. In small groups have them read their case study and answer the 3 questions.

STEP 7. Have each small group report their answers back to the large group. Lead discussion focusing upon how sex-role stereotyping affects decisions.

STEP 8. Distribute "Decision-Making Approaches Discussion Sheet," Handout #13. Ask participants to quickly answer questions on their own. Then use as basis for large-group discussion.

STEP 9. Summarize module stressing the importance of making well-informed, well-considered decisions for a life of full options, which is unhampered by sex-role restrictions.

The IMPORTANCE *of* LIFE DECISION-MAKING

★★★★★★★★★★★★★★★★★★★★★★★★

Handout No. 6

Betsy Clark, a bright eighth grader, didn't want to follow the same path as her older sister, Mary. Mary had done well in high school and now had a scholarship to study biology at the state university. Even though Betsy was proud of Mary she always felt sorry for her because she never had any boyfriends. And Betsy always felt embarrassed for Mary because she didn't wear lots of different "in" outfits. Mr. and Mrs. Clark were not well off and there was never that much money left over for clothes.

Because Betsy really wanted extra money to buy nice clothes she got a baby-sitting job taking care of three active children every weekday from 3:30-5:30 and all day on Saturday. It was very tiring and her parents disapproved because it cut into her study time and after-school activity time. Betsy usually used her study hall time for doing the homework she was too tired to do at night.

Most of Betsy's girlfriends cut their afternoon study hall to hang out at a nearby restaurant where they could see their boyfriends. Lately, even though Betsy didn't have a boyfriend, she started hanging out at the restaurant too. This was making it hard for her in class and she started getting poor grades on her pop quizzes.

-Continued on the Next Page-

Soon one of the boys who hung out at the restaurant, Brad, started noticing Betsy and calling her at night for answers to class assignments. Betsy gave him the answers because she really liked it when he called.

Social studies was Betsy's favorite class and she did very well in it. Monday her big report was due and she had set aside Sunday night to finish it. Sunday evening at 6:00 Brad called and asked her if she wanted to go skating with all the kids. She was afraid to pass that up so she went. Monday she didn't hand in her social studies report.

Also on Monday Betsy was called in to the principal's office with eight other students. All of them were going to be disciplined for cutting study hall and leaving the school building during the day.

"What a mess I've gotten myself into now," thought Betsy.

1. Please list 5 decisions Betsy made and why she made them:

DECISIONS BETSY MADE	WHY SHE MADE THEM
a.	
b.	
c.	
d.	
e.	

2. Please list 3 ways Betsy's decisions could affect her future:

a.

b.

c.

VALUES AND DECISION-MAKING

Handout No. 7

Ginny and Tom, high school sophomores, have been going out for a few months. Ginny really likes Tom and even thinks she loves him but Tom does not pay quite as much attention to her as she'd like. In fact, Tom goes out with quite a few other girls besides Ginny.

Ginny wants Tom to go out only with her so she tries to always be available for him. She's never had a boyfriend before, and she just loves the feeling of being close to someone and being chosen by someone. Lately Tom and Ginny have started to become physically intimate with each other when they're alone in her house. Ginny can't believe she'll ever get pregnant, and besides she could never bring herself to go to the family doctor or the local drugstore to ask for anything. Tom has never brought any of this up because other girls he's gone with have just handled it on their own.

After high school Tom wants to be a veterinary assistant, which takes two years of training at the technical school located in a larger town 200 miles away. This is a plan he'll never give up because it's something he really wants.

-Continued on Next Page-

Ginny's future plans are sort of fuzzy although she knows she wants to eventually leave her small town and get a job that pays well. She knows that to make it in a bigger town she'll need some skills or training to get a good job but she hasn't had the time to think about that lately. She can't concentrate on school; all she thinks about is when she'll see Tom next. "Planning too far ahead gets too complicated," says Ginny, "and besides, things will work out."

"Anyway, if I ever did get pregnant, Tom would probably get a job and take care of us," she often thinks to herself.

1. Please list 3 decisions Tom made, 3 values held by Tom, and then 3 decisions Ginny made and 3 values held by Ginny:

DECISIONS TOM MADE	VALUES HELD BY TOM
a.	
b.	
c.	

DECISIONS GINNY MADE	VALUES HELD BY GINNY
a.	
b.	
c.	

2. Please list 3 ways in which Ginny's future could be affected by her decisions:

3. Please list 3 ways in which Tom's future could be affected by his decisions:

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Differences

in

Decision-Making

APPROACHES

Handout No. 8.

Francisco has always enjoyed cooking and baking and is thinking of signing up for an elective foods class for next semester. His girlfriend told him she thinks that's "a little weird," and two of his friends have been hassling him about it. His father told him that "only a sissy would take a class like that." Francisco must register for all of his classes by next week.

Different people behave in different ways when making decisions, depending upon the type of situation involved. Francisco could make his decision by utilizing one of the following approaches.

1. IMPULSIVE: Francisco gives little thought or examination to the decision and just decides depending on his mood when he gets to his counselor's office.

2. COMPLIANT: Francisco lets his father, girlfriend, and friends decide for him by following their criticism and not enrolling in the class.

3. DELAYING: Francisco postpones thinking about the situation until finally the class is all filled and he can't take it anyway.

4. AGONIZING: Francisco gets lost in going back and forth over his various alternatives. Finally, feeling overwhelmed, he claims he "doesn't know what to do."

-Continued on Next Page-

5. INTUITIVE: Francisco just has a hunch that he will enjoy the cooking class, and since that decision "feels right," he goes with it.

6. PLANNING: Francisco talks to the cooking class teacher to find out more about the class. He asks his father, friends, and girlfriend specifically why they are so against his taking the class. After weighing all the facts, Francisco decides that he can handle the class.

7. FATALISTIC: Francisco puts off deciding as long as possible. Since it won't really matter what class he takes, he goes to his counselor and let's him enroll Francisco in whatever elective has the most space.

8. NO RISK: Francisco decides to play it safe by not doing anything unusual. Even though he wanted to take the cooking class he decides to take a shop class that he'll succeed in while still avoiding all the hassling.

QUESTION: If you were Francisco, which decision-making approach would you use? Why?

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DECISIONS, DECISIONS, DECISIONS!

CASE STUDY ONE

Handout No.9

Shaka is a bright boy who used to be a good student but lately he's come to hate school. Except for industrial arts, most of his classes seem boring and stupid. He hasn't been doing much homework, and rather than fail all his quizzes he's been cutting a lot of classes.

Shaka's friend is in a similar situation and he's just decided to drop out of school. This seems like a good idea to Shaka. "I could get a job, earn some money, get out of the house, and get away from this stupid school." Shaka mentions this to his parents and his older brother. They all tell him that dropping out of school will complicate his problems rather than solve them.

Shaka decides to talk with his industrial arts teacher about it after class. His teacher tells him, "You'd have a hard time finding a job that could support you, and besides your future prospects wouldn't be too bright. Why don't you wait before dropping out? You could drop a couple of your least favorite classes, and next semester you could take more industrial arts classes. This would help you get into a trade school and I think your future would be more secure."

After thinking it over for a couple of weeks Shaka decides to follow his teacher's advice.

-Continued on Next Page-

1. What decision-making approach/approaches did Shaka use? How?

2. How could this decision impact upon Shaka's future? Why?

3. What values affected Shaka's decision? How?

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DECISIONS, DECISIONS, DECISIONS!

CASE STUDY TWO

Handout No. 10

Maggie is a well-coordinated and athletic freshman. She's been on the swim team at the YWCA, has taken gymnastics lessons since she was seven, and about a year ago she started running three miles a day. Her older brothers are on the high school track team. They usually place in meets and are looked up to in the school as being real "track stars."

Even though there have never been any girls on the school's competitive track team, Maggie tried out and was just offered a place. This made her feel really wonderful about herself. But when she got home her brothers said, "Why don't you concentrate more on your balance beam work? The track team is no place for you and you'd just get continually ridiculed."

Maggie just knows that she wants to be on the track team no matter what anyone else thinks, so she decides not to give it up.

1. What decision-making approach/approaches did Maggie use? How?

-Continued on Next Page-

2. How could this decision impact upon Maggie's future? Why?

3. What values affected Maggie's decision? How?

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DECISIONS, DECISIONS, DECISIONS!

CASE STUDY THREE

Handout No. 11

Because Bill is physically handicapped he was never part of the "in crowd" at school. Lately he's gotten friendly with Nick who is very popular. Bill is very happy about this friendship. One day on the playground, Bill invites Nick over to his house after school. Another friend of Nick's hears this and says, "Hey, Nick, stick around here -- since when do you hang out with a cripple!" Nick turns to this guy, says, "Buzz off," and then goes home with Bill.

1. What decision-making approach/approaches did Nick use? How?

2. How could this decision impact upon Nick's future? Why?

3. What values affected Nick's decision? How?

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DECISIONS, DECISIONS, DECISIONS!

CASE STUDY FOUR

Handout No. 12

Ever since she was little, Judy dreamed of becoming an architect. She's fascinated by both the interiors and exteriors of buildings.

Judy had a lot of trouble with her math classes in middle school. She had some sort of mental block and would always freeze up with fear before the tests. Reflecting on this and not wanting to fail in high school, Judy has recently decided, "I could never make it through all those advanced math and drafting classes. I'd probably be better off as an interior decorator."

1. What decision-making approach/approaches did Judy use? How?

-Continued On Next Page-

2. How could this decision impact upon Judy's future? Why?

3. What values affected Judy's decision? How?

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DECISION-MAKING APPROACHES

Discussion Sheet

Handout No. 13

1. Which decision-making approach do you think most people follow? Why?

2. Which decision-making approach is easiest to follow? Why?

3. Which decision-making approach would parents prefer? Why?

-Continued On Next Page-

4. Which decision-making approach would friends prefer? Why?

5. Which approach or combination of approaches do you tend to use most? Why?

6. Which approach would you like to use more? Why?

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MODULE 4

EXPLORING EXPANDED LIFE ROLES

I. RATIONALE

Before participants learn the specifics of life/work planning it is essential that they explore the concepts of traditionalism, sex-role stereotyping, and dual life roles.
Participants will undoubtedly be affected in their lives by changes happening in the world of paid work as well as changes happening in the world of home and family. These changes will find most participants living later within a context of expanded life roles. Most women will not be only full-time homemakers. They will out of necessity wear a wage-earning hat as well. And most men will not be only paid workers. They will out of necessity wear a home and family hat as well. An understanding of this trend will better prepare participants to make important future life/work decisions.

II. OBJECTIVES

A. To examine societal attitudes about men and women in relation to paid work and home and family.

B. To explore the concept of nontraditionalism.

C. To create awareness of the realities and responsibilities of dual roles and clarify that men as well as women will have home and family and paid work responsibilities.

D. To develop an awareness of changes in the world of paid work, especially the breadth of women's participation in the paid labor force.

E. To clarify that most women work for pay out of economic necessity and are segregated in low-paying, low-status, dead-end jobs.

F. To develop an awareness of changes in the world of home and family responsibilities and the complexity and importance of necessary home management skills.

G. To raise awareness of the unexpected life situations that can arise in one's life, forcing one into unplanned, nontraditional, expanded life roles.

III. MATERIALS

A. Handouts:
- Handout #14: "The World of Paid Work - True or False?"
- Handout #15: "Do Women Really Work For Pay Out of Economic Necessity? - Mike and Kathy"
- Handout #16: "Do Women Really Work For Pay Out of Economic Necessity? - Small-Group Work Sheet"
- Handout #17: "Why Are Things Changing At Home?"
- Handout #18: "Why Are Things Changing At Home? - Small-Group Work Sheet"
- Handout #19: "Things Haven't Worked Out As I Thought They Would - #1, Lisa and Jim"

Handout #20: "Things Haven't Worked Out As I Thought They Would - #2, Jamal and Tanya"

Handout #21: "Things Haven't Worked Out As I Thought They Would - #3, Betty"

Handout #22: "Things Haven't Worked Out As I Thought They Would - #4, María and Juan"

Handout #23: "Things Haven't Worked Out As I Thought They Would - #5, Julie and David"

B. Overhead Projector

C. Screen

D. Optional Transparency Presentation: "The World of Paid Work Is Changing"

IV. TIME

4 hours

V. MODULE ACTIVITIES

A. Introduction of Module (10 minutes)

STEP 1. Explain to participants that the purpose of the module is to explore the changes happening in the world of paid work as well as changes happening in the world of home and family. An awareness of these changes will better prepare participants to make future life/work decisions.

STEP 2. Explain to participants that dual life roles or expanded roles refer to the growing trend that will find most adults in the future managing a combination of major life roles. Most women out of necessity will have home and family responsibilities as well as paid work responsibilities. And most men out of necessity will have paid work responsibilities as well as home and family responsibilities.

B. Introduction to Concepts of Traditionality and Sex-Role Stereotyping (1 hour)

STEP 1. Explain to participants that they are now going to explore societal attitudes that exist about females and males.

STEP 2. Ask participants to think about the ideas people have about what kinds of paying jobs are "appropriate" for females and what kinds are "appropriate" for males. Elicit from participants all the "women's jobs" that come

to mind and record on one side of easel or blackboard. Elicit from participants all the "men's jobs" that come to mind and record on other side of easel or blackboard.

STEP 3. Ask participants to think about the ideas people have about which home and family tasks are "appropriate" for females and which are "appropriate" for males. Elicit these from participants and add to women's and men's list on easel or blackboard.

Participants will probably come up with the following type of list:

FEMALES	MALES
secretary	doctor
teacher	lawyer
social worker	carpenter
nurse	factory worker
waitress	truck driver
.....	.....
cooking	taking out garbage
cleaning	fixing things
childcare	yardwork

STEP 4. Facilitate large group discussion on sex-role stereotyping and traditionalism covering the following points:

a. Sex-role stereotypes limit the options of males and females by saying there are certain things that they should and should not do.

b. In reality both males and females can and should do things from either side of the list.

c. Traditional notions of what is "appropriate" for females do not adequately prepare them for the world of paid work.

d. Traditional notions of what is "appropriate" for males do not adequately prepare them for the world of home and family.

e. Everyone suffers under stereotyped notions of what males and females "should" do.

C. Changes in the World of Paid Work (1 hour and 50 minutes)

STEP 1. Introduce this section by explaining to participants that there have been some major trends emerging in the world of paid employment over the last few years.

STEP 2. Ask participants to get into a statistical frame of mind, which isn't always easy, by filling out a brief questionnaire, which will not be handed in. Distribute "The World of Paid Work, True or False?" Handout #14. Ask participants to complete quickly.

STEP 3. If the group has the concentration power to handle it, show the optional transparency presentation, "The World of Paid Work is Changing." Lead the class through the presentation by reading the lead sentence(s) of each transparency. It is best not to read an entire transparency aloud. The following comments and questions may be used to move the group along.

Facilitator may feel the transparency presentation is appropriate only for 11th and 12th graders. If this is so, facilitator may omit presentation with younger participants and simply give correct answers to True/False questionnaire when participants are done with it.

a. TRANSPARENCY 1: "The increase in women's labor force participation is one of the most significant social trends of the last 10 years. Whereas today women comprise over 42% of the paid labor force, only 20 years ago women comprised just 33% of the paid labor force."

b. TRANSPARENCY 2: "The fact that women will work for pay for 34 years as well as marry and have 2 children may have surprised many of you. This is very different from the myth that says that women will just work for pay for a few years. This is very significant for all of you girls because it shows that you should prepare for your future paid work very carefully - you could be doing it for a very long time! And this information is important for you boys too, because it shows why you must prepare for the development of home and family skills."

c. TRANSPARENCY 3: "This refutes the often believed myth that most women work part-time."

d. TRANSPARENCY 4: "This transparency looks at the income of husbands of employed women. It is one way of looking at the economic need of employed women. It shows that 77% of all employed women are either sole breadwinners or their husbands do not earn enough

to completely support their families. For most employed women then, working for pay is not a choice, but a necessity."

e. TRANSPARENCY 5: "This explains why dual life roles are becoming more and more important for men and women."

f. TRANSPARENCY 6: "This shows the difference between the earnings of men and women. This difference is known as the earnings gap. What do you notice about the gap between the earnings of men and women?" (Answer: It is getting wider!)

g. TRANSPARENCY 7: "What we can see here is that minority women fare the worst of all paid workers -- they suffer the double hardship of minority status as well as women's status."

h. TRANSPARENCY 8: By considering non-traditional courses and occupations, more and more girls and women will be better able to meet their future economic needs.

STEP 4: Summarize and answer any questions.

STEP 5: Explain that the group will now do an exercise to explore if it's really true that women have paying jobs out of economic necessity. Distribute "Do Women Really Work For Pay Out of Economic Necessity? - Mike and Kathy," Handout #15. Ask participants to study pages 1 and 2.

STEP 6: Put participants in small groups of 4-5 and distribute "Do Women Really Work For Pay Out of Economic Necessity? - Small-Group Work Sheet," Handout #16. Ask them to answer as a group all of the questions on the work sheet.

STEP 7: Have small groups report back, sharing their answers with the large group.

STEP 8: Summarize discussion, stressing that in today's economy even many married women must work for pay out of economic necessity.

D. Changes In The World of Home and Family (1 hour)

STEP 1: Introduce this section by saying that there have been various new trends, which are changing the world of home and family: people are marrying later, people are choosing to be, or ending up single; more married women are working for pay outside the home, mostly full-time. This means that more people, both men and women, are having the combined responsibilities of both home and family and paid work.

STEP 2: Explain to participants that they will do an exercise that will help them examine this new trend of changes at home. Distribute "Why Are Things Changing At Home?" Handout #17. Ask participants to read each of the three situations and answer the question at the end of each one.

STEP 3: Divide large group into small groups of 4-5 and distribute "Why Are Things Changing At Home? - Small-Group Work Sheet," Handout #18. Ask them to answer as a group all of the questions on the work sheet.

STEP 4: Have small groups report back, sharing their answers with the large group.

STEP 5: Facilitate summary discussion on why it is critical to develop dual life skills.

E. Preparing For The Unexpected (1 hour)

STEP 1: Introduce this section by explaining that many of us don't really believe that we'll have to prepare for dual life roles because we think we'll be the exception. However, there are many unexpected, sudden situations that can come up in our lives that can force us into expanded or nontraditional life roles.

STEP 2: Explain to participants that they will do an exercise designed to raise awareness about the unexpected serious situations that can come up in one's life. Divide participants into 5 small groups. Give each group copies of "Things Haven't Worked Out As I Thought They Would," either case study 1, 2, 3, 4, or 5, Handouts #19, 20, 21, 22, or 23. Ask each group to read its case study and answer the four questions on the sheet.

STEP 3: Have a reporter from each small group report back to the large group, describing the situation they worked on and their answers to the four questions on their sheet.

STEP 4: Facilitate a summary large-group discussion on why it is essential to prepare for dual life roles.

THE WORLD OF PAID WORK

$$$$$$$$$$$$$$$$$$

true or false

Handout No. 14

TRUE or FALSE??

_____ 1. Now more than ever before, more women have paying jobs outside the home.

_____ 2. Most U.S. women are likely to marry, have two children, and have paying jobs outside the home for fourteen years.

_____ 3. Most women who have paying jobs work only part-time.

_____ 4. Most women who have paying jobs work for the "extras" in life, not because they really have to.

_____ 5. Most U.S. families now consist of two children at home, the husband as breadwinner, and the wife as full-time homemaker.

_____ 6. The gap between the earnings of women and men has nearly doubled since 1955.

_____ 7. Minority women earn the least of all paid workers.

_____ 8. Encouraging more girls and women to pursue nontraditional fields is a good way to eliminate the "earnings gap."

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DO

Women

really work for pay out of

ECONOMIC NECESSITY

$$$$$$$$$

Mike and Kathy

Handout No. 15

DIRECTIONS: Mike and Kathy are trying to decide if they can marry and live on one income. Please consider the following information so that you will be able to advise them on what to do.

Mike is 23 and really wants to marry his girlfriend, Kathy, who is also 23. Mike works as a machine operator and now earns close to $6.00 an hour, or $12,225 a year. One thing Mike knows for sure, he doesn't want Kathy to work for pay once they get married. "My mother never had a job because my father didn't believe in it, and I'm just the same," he says. "They managed fine. I suppose if a woman never marries or if her husband dies or something, then she has to get a job, but other than that, I see no reason for it. We plan to have children and a house someday anyway."

Kathy enjoys her job as a library assistant. She earns $3.75 an hour, or $7800 a year. She wants very much to be married to Mike but she also has fantasies sometimes about taking courses and getting a more responsible job at the library.

Mike decides to ask his parents for some advice. His parents advise him to look at his monthly income and expenses. Mike's mother says, "Look at where your money is going now. Then look at what additional expenses Kathy would have. Then you and Kathy can sit down, talk about it, and figure out if you can make it on one salary alone."

To help them figure out what to do Mike and Kathy come up with the attached estimate of their monthly expenses.

-Continued on the Next Page-

MIKE'S AND KATHY'S ESTIMATE OF THEIR MONTHLY EXPENSES

I. Mike's monthly take home pay after taxes = $815.00

II. Mike's monthly expenses:

Apartment rent	225.00
Utilities	40.00
Telephone	20.00
Car loan	75.00
Gasoline and car upkeep	35.00
Car insurance	27.00
Groceries	130.00
Pocket cash (includes laundry, haircuts, gifts, records, etc.)	85.00
Entertainment (includes movies, concerts, bowling, dates, etc.)	65.00
Doctor	10.00
Dentist	10.00
Clothes	10.00
Cable TV	8.00
Big purchases (stereo equipment, camping gear, etc.)	35.00
Misc. and emergency	10.00
Savings	30.00
	$815.00 total monthly expenses

III. Mike and Kathy figure that her additional medical, food, entertainment, clothes, and transportation expenses would come to another $220.00 a month.

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DO

Women

really work for pay out of

ECONOMIC NECESSITY

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Small Group Worksheet

Handout No. 16

DIRECTIONS: You are a group of Mike and Kathy's close friends. They have come to you for advice. After considering Mike and Kathy's situation and their expenses, how would you advise them on the following 4 issues?

1. What are Mike and Kathy's options?

2. Do you think Mike and Kathy can afford to live on his salary alone? Explain your answer.

-Continued on Next Page-

3. If Kathy did not work for pay because Mike did not want her to, how could that affect her fulfillment and their relationship? Why?

4. What do you think Mike and Kathy should do? Explain your answer.

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Why are things *Changing* at Home?

??????????????

Handout No. 17

DIRECTIONS: Please consider the following and answer the question at the end of each situation.

1. JACK AND NAN

Both Nan and Jack must work for pay to make ends meet. She works as a salesperson, and he as a personnel assistant with a large company. Nan finds life pretty hectic. Her day starts early getting their two children up, washed, dressed, fed, and to the sitter's. After work she picks up the children, fixes dinner, and while Jack watches TV with the children she gets the kitchen cleaned up. Later she bathes the children, reads them stories, and puts them to bed. Weekends may find her paying bills, planning meals, grocery shopping, cleaning house, or doing laundry.

Nan would like to take the children to the library or to the park more, or just spend some relaxed time alone with each of them, but she never seems able to fit it in.

Jack plays poker one night a week, bowls one night a week, and spends most of the weekend working on the yard or fishing.

QUESTION: How well are Jack and Nan handling the combined responsibilities of home and family and paid work? Explain your answer.

-Continued on Next Page-

2. AL AND LYNN

There's never a dull moment at Al and Lynn's house. Given the economy, they both must have paying jobs. They work day shifts, he as a maintenance worker and she as a nurse's aide. Their day starts with Al getting the children up, washed, and dressed while Lynn gets their breakfast ready. He takes the children to the sitter in the morning, and she picks them up at the end of the day. Al and Lynn take turns planning and preparing dinner as well as cleaning up after. Al gives the kids their bath, and Lynn puts them to bed. Both Al and Lynn go out alone one night a week.

Al and Lynn each make time to talk with the children and do special things with them. They go on a lot of bike rides, walks, and trips to the zoo. They all enjoy listening to music together.

On weekends Al does the laundry, and Lynn does the vacuuming and house cleaning. They take turns keeping the kitchen and the bathroom clean. He keeps the grass cut and she pays the bills.

QUESTION: How well are Al and Lynn handling the combined responsibilities of home and family and paid work? Explain your answer.

3. RICK

Rick is a research assistant for city government and was recently divorced after a brief and unhappy marriage. He likes living alone, though he has never really settled into his apartment. He's been there for over a year, but he has not gotten around to fixing it up at all. He's bought no furniture and uses just a few old pieces given to him by his parents. He has no curtains and gets by with the tattered, yellow window shades the landlord left up. The walls are bare, and the place is so depressing he sometimes finds himself not wanting to go home. He rarely grocery shops, so he eats most of his meals out except for an occasional hot dog at home. He's had little experience doing laundry, so he just sends everything to the dry cleaners. He's been running into some money problems at the end of every month because he doesn't do much budget planning. Lately he's had trouble concentrating at his job.

QUESTION: How well is Rick handling the combined responsibilities of home and family and paid work? Explain your answer.

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Why are things *Changing* at Home?

Small-Group Worksheet

Handout No. 18

1. Please list as many of the tasks, skills, and responsibilities required by home and family life as you can think of.

2. Should only women develop home and family skills? Why?

3. How do women benefit if men develop home and family skills? Why?

4. How do men benefit if they develop home and family skills? Why?

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Things Haven't Worked Out As I Thought They Would.

Handout No. 19

Case Study #1
Lisa and Jim

Lisa dropped out of college to marry Jim who had just gotten an exciting sales job in another state. She had completed two years toward her degree in business. Even though Lisa was not pleased about all of Jim's traveling, she was happy at home with their two small children.

Jim has just told Lisa that he doesn't want to be tied down anymore, and he wants a divorce. Lisa realizes that child support will not be enough to support her, the children, and the house.

1. If you were in Lisa's situation, what would three of your options be?

-Continued on Next Page-

2. If you were Lisa, which option would you choose? Why?

3. What would be three consequences of your actions?

4. Is there anything Lisa could have done earlier in her life that would have left her better prepared to deal with this situation?

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Things Haven't Worked Out As I Thought They Would.

Handout No. 20

Case Study #2
Jamal and Tanya

Tanya married Jamal shortly after she graduated from high school. He's earned a good salary as a skilled carpenter and she's enjoyed being a homemaker and caring for their three children.

Jamal has just had a serious car accident that left him permanently disabled. He did not maintain adequate disability or health insurance. The medical bills will be enormous, and the low disability payments will only last for a few months.

1. If you were in Tanya's situation, what would three of your options be?

-Continued on Next Page-

2. If you were Tanya, which option would you choose? Why?

3. What would be three consequences of your actions?

4. Is there anything Tanya could have done earlier in her life that would have left her better prepared to deal with this situation?

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Things Haven't Worked Out As I Thought They Would.

Handout No. 21

Case Study #3
Betty

Betty always valued her independence and knew she wanted to remain single. Her family had finally stopped pressuring her to get married. She had many friends and an active social life. Her job as administrator of a center for the elderly was very fulfilling even though the salary was so low. She always felt that money wasn't the most important thing in the world.

Lately, however, with the economy being as depressed as it is, Betty realizes that there are many things that she can't afford to do on her salary. She can hardly afford a good stereo or cross country skis, and a car or a small house seems out of her grasp forever. She's a little tired of living on such a tight budget.

1. If you were in Betty's situation, what would three of your options be?

-Continued on Next Page-

2. If you were Betty, which option would you choose? Why?

3. What would be three consequences of your actions?

4. Is there anything Betty could have done earlier in her life that would have left her better prepared to deal with this situation?

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Things Haven't Worked Out As I Thought They Would.

Handout No. 22

Case Study #4
María and Juan

María and Juan met while they were both in trade school studying printing. María worked outside the home for three years before she quit to raise a family. They have three small children. María has always had a fantasy of learning auto mechanics sometime in the future because she enjoys fixing her own car and the pay is quite good. Juan has been violently opposed to this because he says, "It's no work for a woman!"

Juan has suddenly been laid off because of computerized automation, which has eliminated his job. Projections are that this will happen throughout the printing industry, and he has no other job prospects. María has just heard of a well-paying job that would train her in auto mechanics.

1. If you were in Juan's situation what would three of your options be?

-Continued on Next Page-

2. If you were Juan, which option would you choose? Why?

3. What would be three consequences of your actions?

4. Is there anything Juan could have done earlier in his life that would have left him better prepared to deal with this situation?

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Things Haven't Worked Out As I Thought They Would.

Handout No. 23

Case Study #5
Julie and David

Julie became pregnant at seventeen. After much thought she decided to keep the baby. Her boyfriend, David, agreed that if they really loved each other they could make a go of it as a family. While Julie took care of the baby, David worked at a number of part-time jobs but had trouble making ends meet.

Julie and David started having problems and a year later got a divorce. Julie and her child may now have to go on welfare.

1. If you were in Julie's situation what would three of your options be?

-Continued on Next Page-

2. If you were Julie, which option would you choose? Why?

3. What would be three consequences of your actions?

4. Is there anything Julie could have done earlier in her life that would have left her better prepared to deal with this situation?

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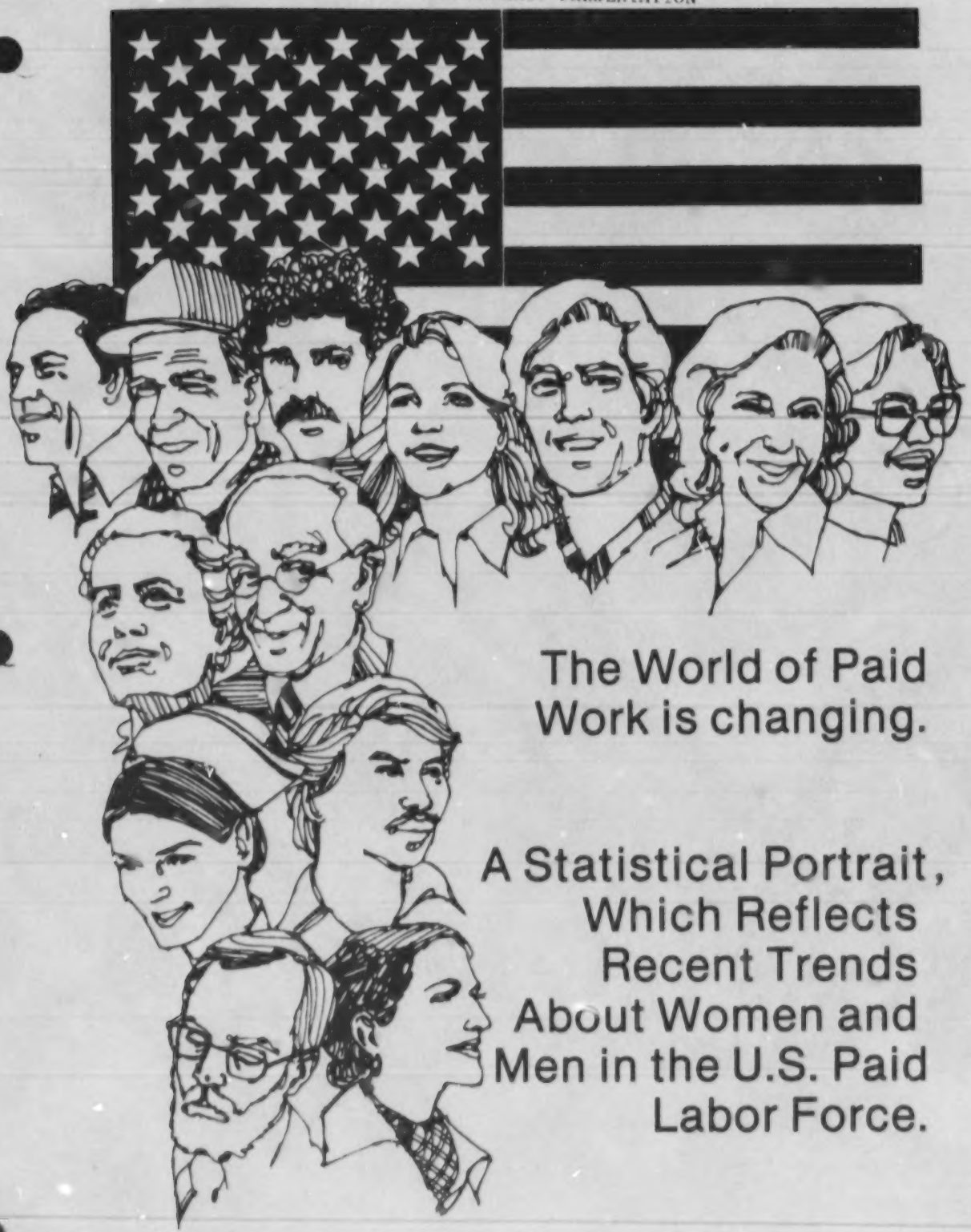
TRANSPARENCY PRESENTATION



The World of Paid Work is changing.

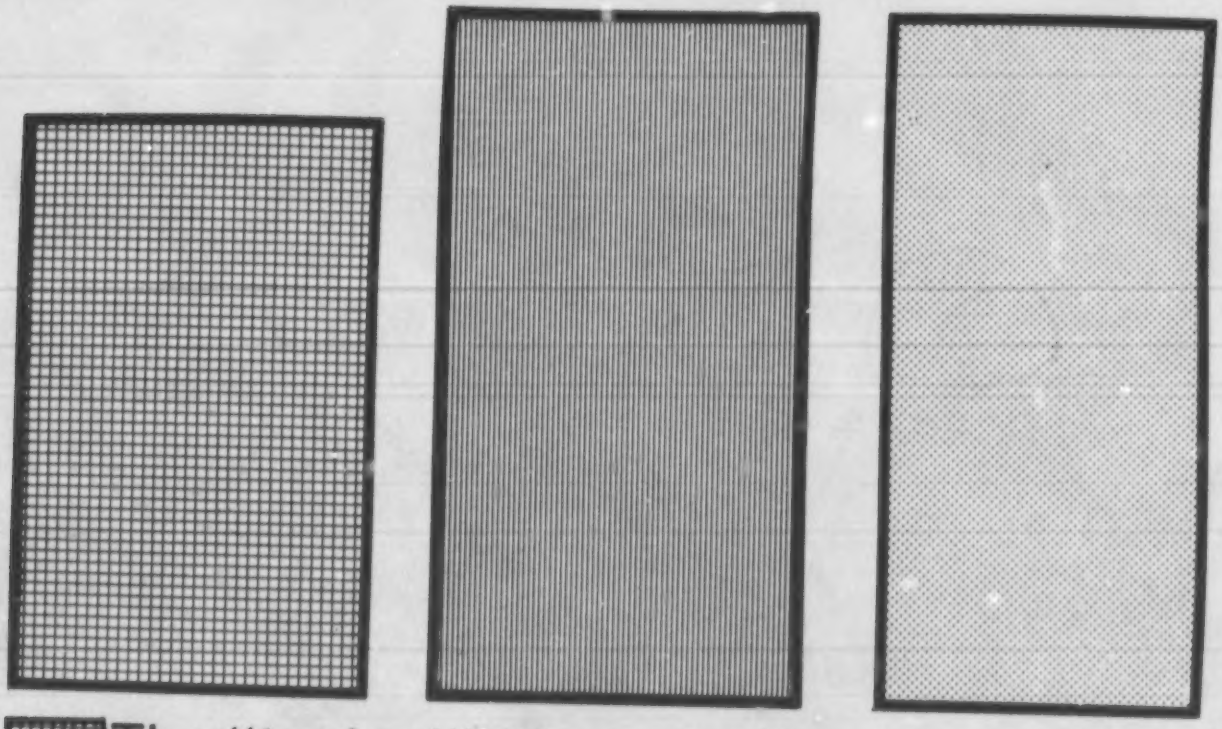
A Statistical Portrait, Which Reflects Recent Trends About Women and Men in the U.S. Paid Labor Force.

Women are now more than 2/5 of all workers.

This has jumped dramatically since 1960 when women comprised 33% of the paid labor force.

Source: "Employment in Perspective: Working Women," U.S. Department of Labor.

Women, like men, are likely to spend a substantial portion of their lives in the paid labor force.



The "typical" 25-year-old woman of today will work for 34 years and marry and have 2 children.

Women who are single, divorced, separated,or widowed will work 41 years

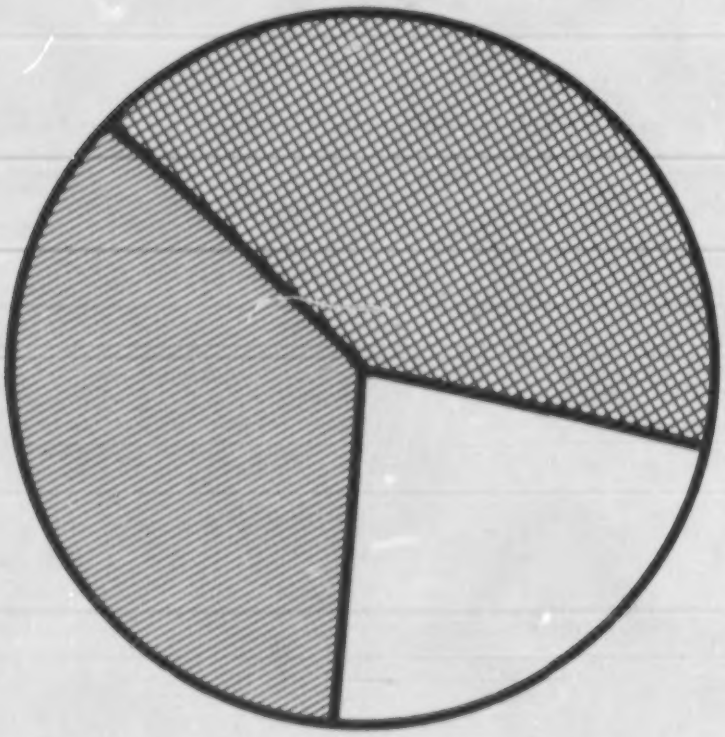
The work life expectancy for men is 41 years.

Source: U.S. Department of Labor, Bureau of Labor Statistics, 1977.

In addition to working for many years, 3 out of 4 working women are employed full-time.

Source: "Employment in Perspective: Working Women," U.S. Department of Labor, Bureau of Labor Statistics, 1979.

77% of employed women either support themselves, their children, or contribute in an essential way to their family income.



33% of employed women have husbands who earn less than $15,000.

44% of employed women are single, widowed, separated, or divorced.

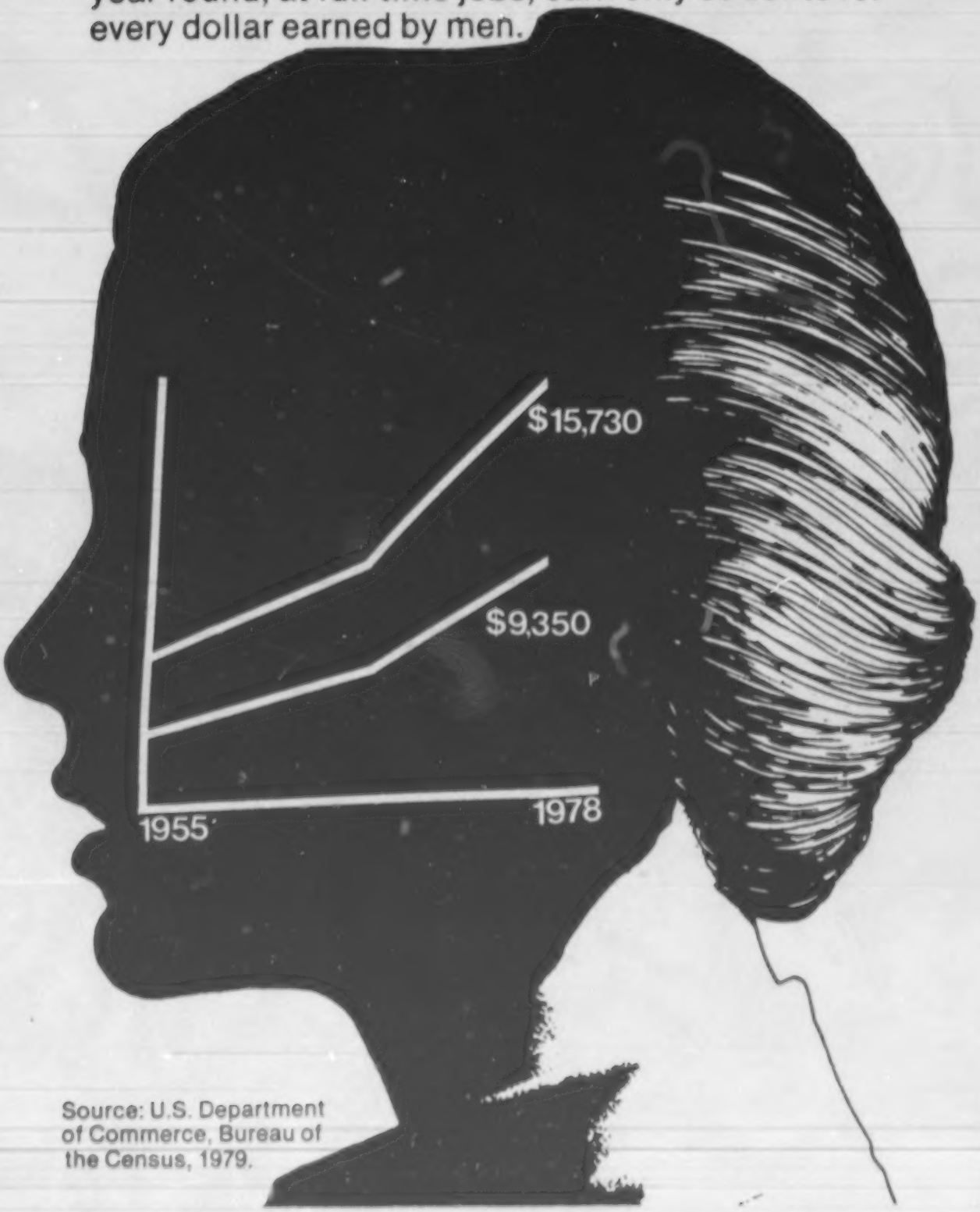
23% of employed women have husbands who earn more than $15,000.

Source: U.S. Department of Labor, Women's Bureau, August, 1979

The family model of two children at home, husband as breadwinner, wife as full-time homemaker now exists for only 7% of all U.S. families.

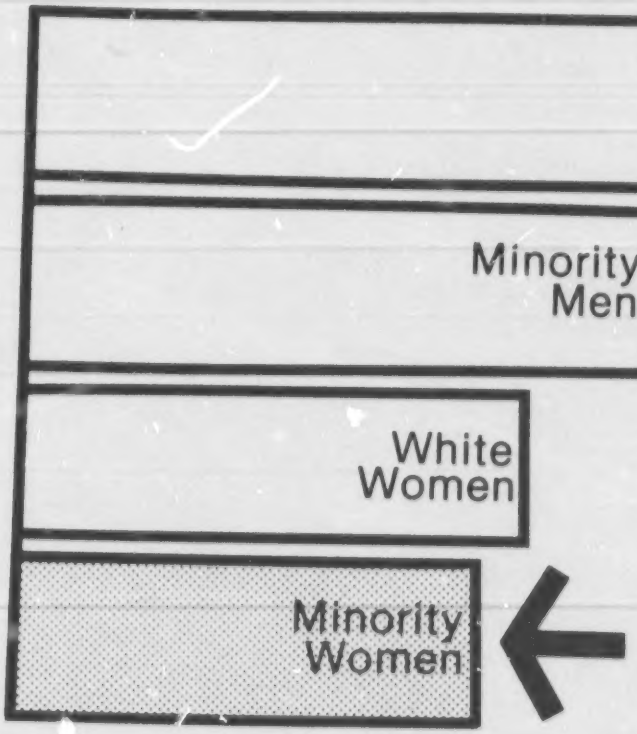
Source: U.S. Department of Labor, Bureau of Labor Statistics, 1979.

The gap between the earnings of women and men has nearly doubled since 1955. Women who work year-round, at full-time jobs, earn only 59 cents for every dollar earned by men.



Source: U.S. Department of Commerce, Bureau of the Census, 1979.

Minority women earn least of all.



Source: U.S. Department of Labor, Women's Bureau, August, 1979.

Transparency #7

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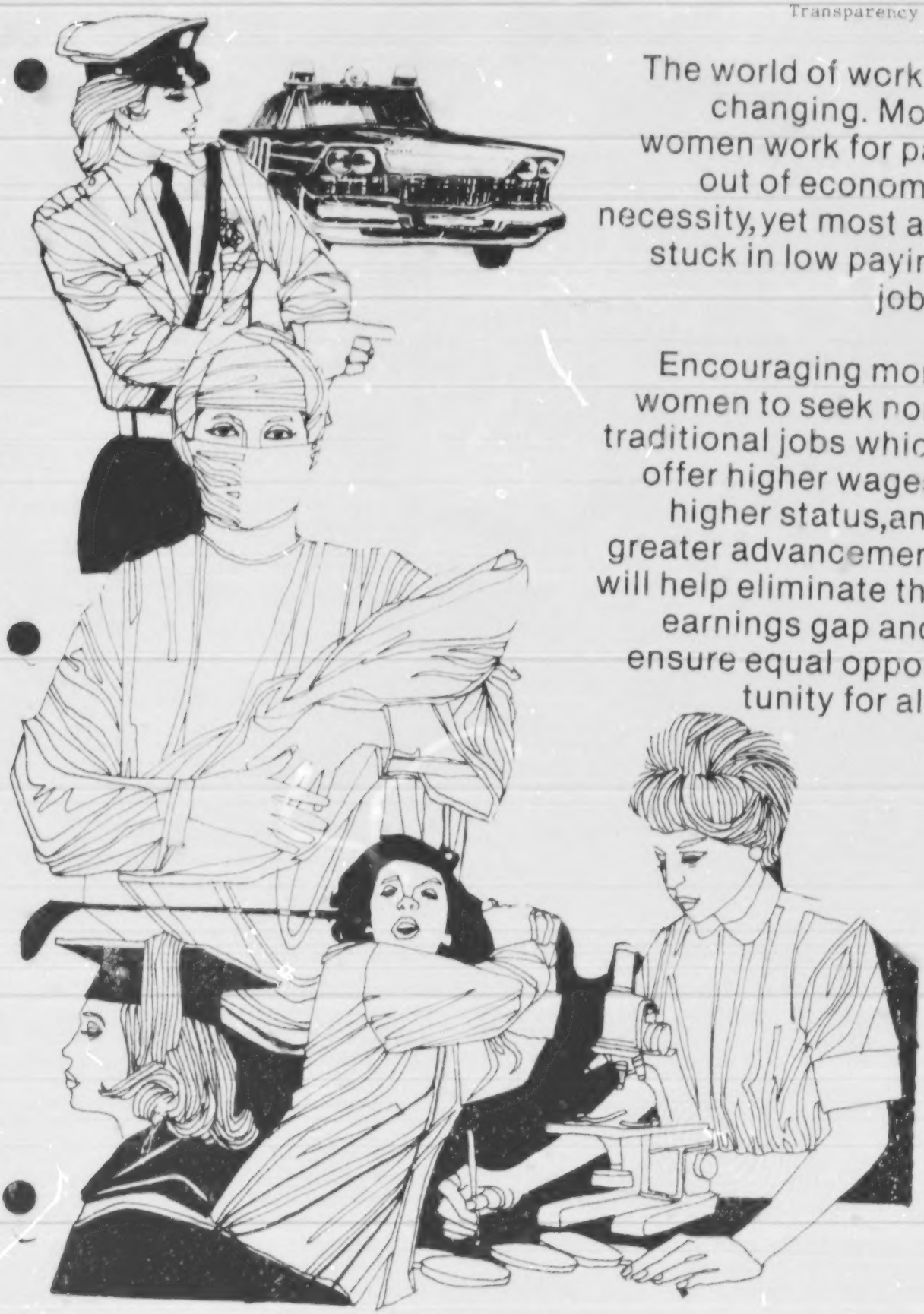


The world of work is changing. More women work for pay out of economic necessity, yet most are stuck in low paying jobs.

Encouraging more women to seek non-traditional jobs which offer higher wages, higher status, and greater advancement will help eliminate the earnings gap and ensure equal opportunity for all.

MODULE 5

IDENTIFYING MY SKILLS

I. RATIONALE

This module will help participants focus on their own life/work planning, beginning with an examination of skills. Participants need to understand the concept of transferable skills and learn to translate these skills into educational and vocational choices. Past achievements are a means of examining the skills one has and would like to develop.

II. OBJECTIVES

A. To develop an awareness of oneself as having skills that relate to future life roles.

B. To identify skills one wants to gain and build on.

C. To cluster information about skills and how they relate to occupations.

D. To cluster information about skills and how they relate to course selection.

E. To see that attainable skills are not dependent upon one's sex.

F. To understand that skills related to one type of experience are transferable to another.

III. MATERIALS

Handouts:
- Handout #24: "I Don't Have Any Skills"
- Handout #25: "I Don't Have Any Skills"
- Handout #26: "My Skills Checklist" (grades 9-10)
- Handout #27: "My Skills Checklist" (grades 11-12)
- Handout #28: "My Achievement Diary"
- Handout #29: "Skills I Want To Use and Develop" (grades 9-10)
- Handout #30: "Skills I Want To Use and Develop" (grades 11-12)

IV. TIME

3 hours, plus homework assignment

V. MODULE ACTIVITIES

A. Exercise: "I Don't Have Any Skills" (1 hour)

STEP 1. Introduce module. Explain to participants that past modules have looked at the lives of other people, their decisions, and consequences. This module will focus on the individual's own life/work planning, beginning with skills identification.

STEP 2. Introduce concept of transferable skills: "One important part of life/work planning is to identify what skills you have, enjoy using, and would like to develop. We're going to be looking at transferable skills--skills that could transfer to a variety of different jobs, hobbies, or fields."

STEP 3. Explain to participants how achievements can be used to identify skills: "One way of identifying transferable skills is to look at past achievements or accomplishments. Our achievements can be analyzed to point out areas where we have demonstrated skills and abilities. This can be difficult because we often take our best or most natural abilities for granted. Also, we may feel we're bragging to talk about our achievements." Give examples of how some people minimize their achievements and skills through telling themselves things like "Anybody could have done that."..."Compared to others it's no big deal."

STEP 4. Introduce "I Don't Have Any Skills" exercise. Explain to participants that if asked to list our skills many of us would assume we don't have any and that this exercise will help to overcome that barrier.

STEP 5. Instruct participants that the individual in the vignette they are about to receive is participating in a Life/Work Planning class and has been asked to write up an accomplishment or achievement that she/he felt good about, satisfied with, or took pride in. Explain to participants that this individual doesn't believe she/he has any skills. The exercise involves trying to find her/his skills.

(If the facilitator is working with grades 9-10, go on to Step 6. If facilitator is working with grades 11-12, please go to Step 10.)

STEP 6. Facilitator should choose one of the sample vignettes, Handout #24 or #25, and distribute to participants. Have participants read over vignette.

STEP 7. Distribute skills list for 9-10 grades, Handout #26. As a large group, lead participants through skills list to determine what skills were used in the sample vignette. Ask participants to call out skills they believe were used, and then check (✔) these under the column labeled "sample."

Make sure each participant completes the skills checklist. This will serve as a model when participants analyze their own achievements for skills.

STEP 8. Ask for feedback on exercise. Was it difficult? easy? Do you often assume you don't have skills?

STEP 9. Summarize exercise. Explain to participants that skills can be found in a number of different life areas, i.e., hobbies, school, part-time jobs, volunteer activities. Stress the importance of looking for nontraditional achievements to increase options and get a broad range of skills. (Go to part B, Looking At My Achievements and Skills.)

STEP 10. Distribute skills checklist, Handout #27 Explain to participants that this will be used as a tool to help with the skills identification process. Briefly go over skills checklist. Explain to participants that if the skill "helping" was used in the sample vignette, they would put a check (✔) next to "helping" in the column labeled sample.

STEP 11. Explain trioing. Trioing is the name given for doing skills identification in groups of three. Divide participants into trios. Once in their trios, pass out and assign vignettes (Handouts #24 and #25) and have participants read over the sample achievement. Then the trio should work as a group to identify any skills used in that achievement. Trios should turn to the sample column of the skills checklist, and check (✔) skills used in some way. Make sure each participant in the trio completes the checklist. This will serve as a model when participants are analyzing their own achievements for skills.

STEP 12. After approximately 15 minutes trios should return to the large group. Ask for one group to summarize each vignette and report on some of the skills they have identified. Ask for any additions from other trios that had the same vignette. Facilitator may want to add other skills used.

STEP 13. Ask for feedback on trioing exercise. Was it difficult? easy? any surprises? Do you often assume you don't have any skills?

STEP 14. Summarize exercise. Explain to participants that skills can be found in a number of different life areas, i.e. hobbies, school, part-time jobs, or volunteer activities. Stress the importance of looking for nontraditional achievements to increase options and get a broad range of skills.

B. Exercise: Looking At My Achievements and Skills (1 hour-1 1/2 depending upon discussion)

STEP 1. Introduce exercise: "In the last exercise you looked at the achievements of others and analyzed their achievements for skills. Now, you'll have a chance to look at your own achievements and skill areas."

STEP 2. Have participants take out a sheet of paper and make a list of life accomplishments choosing from hobby, school, personal, and volunteer areas. Review definition of an accomplishment/achievement and barriers to identifying these. An achievement does not have to be something the participant did better than anyone else. Emphasis should be on taking pride and satisfaction in the achievement. Instruct participants that their list should include at least four achievements, one of which is nontraditional for their sex. A longer list of achievements will give more breadth to the process.

STEP 3. Ask participants to pick one of these four achievements, and jot down a few paragraphs or notes to remind them of the steps entailed in the achievement. (The remaining three achievements will be used later in the homework assignment).

(If facilitator is working with grades 9-10, go on to Step 4. If working with grades 11-12, please go to Step 7.)

STEP 4. Have participants return to skills checklist (Handout # 26) and check (✓) any skills used in this achievement under the column labeled "Skills I Have and Enjoy Using."

STEP 5. When participants have completed the skills checklist, use the following as a guide for discussion:

a) What did you learn about yourself in this exercise?

b) As you look at the skills checklist, which categories do you think boys are traditionally encouraged to develop? (i.e. manual skills) Which skills are girls traditionally encouraged to develop? (i.e. helping skills)

c) In which categories are most of your skills?

d) Do these categories suggest sex-role stereotyping? cutural stereotyping?

e) In which categories do you have very few skills? How would these deficiencies affect your vocational opportunities? family and home responsibilities?

f) Do you have math skills (remind participants that without more than 2 years of high school math they could be eliminating themselves from a majority of the possible majors at many colleges and universities)?

g) What courses would help you develop the skills you need?

STEP 6. Summarize exercise. Let participants know they will be taking a closer look at the skills they have and would like to develop in the homework assignment.

(Go to Part C. Homework Assignment)

STEP 7. Introduce trioing. Repeat trioing process, using participant's achievement in place of the sample vignettes. Instruct participants that they will be divided once again into trios to discuss their achievements, much as was done in the vignette exercise. This time they will become aware of their own skills and abilities. Caution participants about being overly modest in describing their achievement.

STEP 8. Divide participants into groups of three. Allow each trio member 7-10 minutes to tell her/his "story" to the group. As one person explains the achievement, the other trio members should jot down any skills they feel the person used in the achievement, referring to the skills checklist as a guide. Group members verbally share their lists with the participant. As group members share their lists, the person who explained the achievement checks (✓) off these skills on her/his skills checklist under column labeled, "Skills I Have and Enjoy Using." Facilitator should keep track of time and let trios know when to switch to the next person. (Trioing process can be repeated to reinforce skills identification process and self-concept).

STEP 6. Have participants return to the large group. Ask for feedback on the trioing process. How did they feel about the process? Did they discover more skills than they expected? any difficulties?

STEP 7. Instruct participants to review their skills checklist to see if there are skills, not mentioned by trios, that they would like to add now. Explain to participants the importance of identifying skills they <u>enjoy</u> using, skills that give them a sense of satisfaction. Now, have participants go over the skills checklist once again, marking the skills they most enjoy using with a different color (a felt tip marker or crayon works well). This will give participants a graphic view of their most enjoyable, transferable skills.

STEP 8. Use the following as a guide for discussion:

a. What did you learn about yourself in this exercise?

b. As you look at the skills checklist, which categories do you think boys are encouraged to develop? (i.e. manual skills) Which categories are girls encouraged to develop? (i.e., helping skills).

c. In which categories are most of your skills?

d. Do these categories suggest sex-role stereotyping? cultural stereotyping?

e. In which categories do you have very few skills? How would these deficiencies affect your vocational opportunities? Family and home responsibilities?

f. Do you have math skills (remind participants that without more than 2 years of high school math they could be eliminating themselves from a majority of the possible majors at many colleges and universities)?

g. What courses would help you develop the skills you need?

STEP 9. Summarize exercise. Let participants know they will be taking a closer look at the skills they have and would like to develop in future exercises.

C. Homework Assignment (1 hour)

STEP 1. Explain following homework assignment: Instruct participants to list the achievement and skills analyzed in trioing exercise on "Achievement Diary" handout. Have participants complete "Achievement Diary," (Handout #28), listing three additional achievements and skills used in that achievement. Make sure at least one of the achievements is nontraditional. Participants can use the skills checklist and suggestions from others (i.e. friends, parents) as a guideline.

STEP 2. Answer any questions regarding assignment.

D. Exercise: "Skills I Want To Use and Develop" (50 minutes) Grades 9-10

STEP 1. Ask for feedback on homework assignment.

STEP 2. Distribute "Skills I Want To Use And Develop" worksheet (Handout #29).

STEP 3. Ask a few participants to share their answers from worksheet. Lead group discussion. Discuss ways in which participants could develop skill areas, i.e. vocational courses, part-time job, volunteer work, apprenticeships, coursework.

Summarize module. Note that at this point occupational choices need only be tentative ones. Stress the importance of skill identification as an ongoing activity. Emphasize importance of developing a wide range of skills for managing home and family responsibilities as well as vocation.

E. Exercise: "Skills I Want To Use and Develop" (1 hour) Grades 11-12

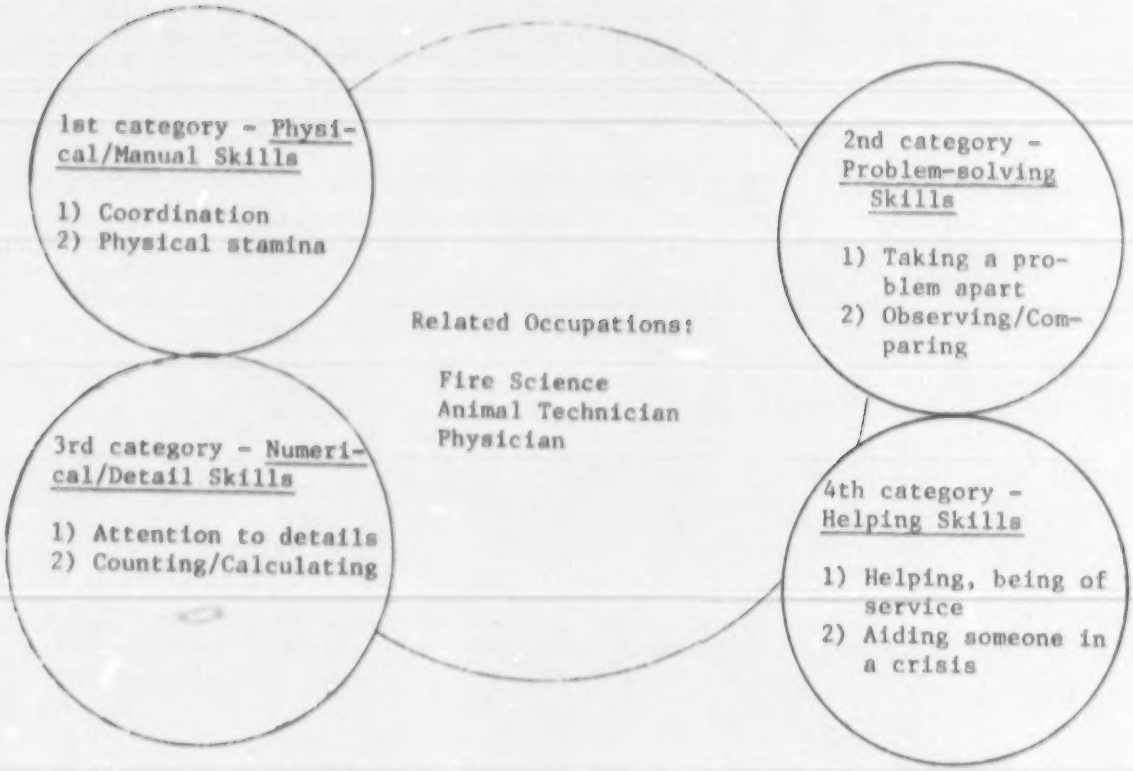
STEP 1. Ask for feedback on homework assignment.

STEP 2. In large group have participants return once more to skills checklist and check (✓) the skills they would like to develop. Encourage participants to be aware of skill definiencies and how that may affect life/work options, particularly mathematics.

STEP 3. Have participants individually complete "Skills I Want To Use and Develop," Handout #30. The numbered categories should represent a cluster of skills the participant enjoys using and would like to develop.

Cluster names can be taken from skills checklist categories A - H. Clusters should be listed in priority order with specific skills included.

The following clusters skills of "Karen" from the vignette example. Facilitator may want to draw this on board as a model for participants.



STEP 4. In the large group ask for several volunteers to share their skills clusters with the group. Lead group discussion in giving additional feedback and brainstorming other occupational possibilities. Have participants included nontraditional options? Do the occupations they are considering point to areas where they will need to develop skills? What coursework would help prepare them? Discuss ways in which participants could develop skill areas, i.e. vocational courses, part-time job, volunteer work, apprenticeships, university coursework.

STEP 5. Summarize module. Note that at this point occupational choices need only be tentative ones. Stress the importance of skill identification as a ongoing activity. Emphasize importance of developing a wide range of skills for managing home and family responsibilities as well as vocation.

Don't Have Any Skills

Handout No. 24

Carlos' Achievement:

"In my school I was one of the only Chicanos. So, for me it was an acccomplishment to do a class project on Chicano culture for my social studies class. We were supposed to pick a social concern that was especially important to us and give an oral report to the class. I always hated speaking in front of the class, and I thought about it a long time before I picked my topic. I was pretty sure the teacher would accept it, but I was afraid of the reaction of the other kids."

"I tried to read as much as I could but it wasn't easy to find stuff. I collected poems, music, and made a collage from magazine pictures. I wanted a multimedia report.

"When the day for my report came I considered forgetting the whole thing, but I went ahead with it anyway. I read parts of autobiographies and poems with music in the background. When it was over the room was dead silent. Then one guy said he liked it. All of a sudden everyone was asking me questions and acting really interested. The time had gone by fast, and as we walked out of the room someone said it was the best report in the whole class."

Developed by Nancy Deutsch and Roberta Gassman
For Women's Education Resources, UW-Extension
and
Bureau for Vocational Education Wisconsin
Department of Public Instruction

I Don't Have Any Skills

Handout No. 25

Karen's Achievement:

"I always wanted to feed the horses like my older brothers. The feedbags weighed 100 pounds, and whenever I asked to help they said I'd just be in the way. But, I wasn't going to let that stop me. Every night I'd go out to the barn when they finished chores and lock the doors. I emptied the feed into buckets a little at a time. Then I'd make sure I could lift the buckets, carrying one on each side. I walked around the barn as much as I could to see how far I could carry them."

"Every couple of nights I would make the buckets heavier. I had to keep all of this secret until my strength and balance improved. Finally, I was ready. I'll never forget the day I came striding out of the barn carrying a 100-pound bag of horsefeed over my shoulder. I don't think my brothers will either."

Developed by Nancy Deutsch and Robert A. Gassman
For Women's Education Resources, UW-Extension
and
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Handout No. 26

MY SKILLS CHECKLIST

Name:

	Sample	Skills I have and enjoy using	Skills I want to develop	
A. HELPING SKILLS				
1. Helping, being of service				
2. Healing, curing				
3. Being sensitive to other's feelings				
4. Accepting others				
5. Understanding				
Other				
B. COMMUNICATION SKILLS				
6. Writing (letters, papers, reports)				
7. Reading				
8. Public Speaking				
9. Performing in front of a group				
10. Memory with words				
Other				
C. EDUCATING/INSTRUCTING				
11. Informing				
12. Explaining				
13. Teaching/Tutoring				
14. Leading group discussions				
Other				
D. LEADING/MANAGING				
15. Leading others				
16. Planning				
18. Making hard decisions				
19. Taking chances, risks				
20. Getting a group of people to work together				
Other				

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Roberta Gassman for
Women's Education Resources, UW-Extension and the
Bureau of Vocational Education
Department of Public Instruction.

	Sample	Skills I have and enjoy using	Skills I want to develop	
E. NUMERICAL/DETAIL				
21. Managing money				
22. Counting, computing numbers				
23. Developing a way to organize things				
24. Keeping deadlines				
25. Following through on decisions of others				
Other				
F. PHYSICAL/MANUAL SKILLS				
26. Physical coordination				
27. Manual dexterity (skill and ease in using your hands)				
28. Fixing, repairing				
29. Building				
30. Caring for plants and animals				
31. Preparing meals				
32. Cleaning				
G. PROBLEM SOLVING/RESEARCH SKILLS				
33. Gathering information				
34. Remembering				
35. Concentrating				
36. Comparing				
37. Finding the root of a problem				
Other				
H. CREATIVE/ARTISTIC				
38. Experimenting				
39. Working with colors and shapes				
40. Playing a musical instrument				
41. Using words in poetry, plays, or stories				
42. Creating art forms				

1

Handout No. 27

MY SKILLS CHECKLIST

Name:	Sample	Skills I have and enjoy using	Skills I want to develop	
A. HELPING SKILLS				
1. Motivating, stimulating to action				
2. Helping, being of service				
3. Curing, healing				
4. Being sensitive to other's feelings				
5. Sharing				
6. Negotiating on behalf of others				
7. Working with others as part of a team				
8. Expressing warmth				
9. Counseling, guiding				
10. Building trust				
11. Aiding someone in a crisis				
12. Accepting others				
13. Understanding				
Other				
B. COMMUNICATION SKILLS				
14. Writing (letters, papers, reports)				
15. Correcting, proofing, editing				
16. Reading				
17. Using humor				
18. Demonstrating, selling				
19. Public speaking				
20. Telling stories				
21. Listening				
22. Performing in front of a group				
23. Debating				
24. Convincing, persuading				
25. Being a peacemaker between conflicting parties				
26. Memory with words				
Other				

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Bureau of Vocational Education,
Wisconsin Department of Public Instruction

	Sample	Skills I have and enjoy using	Skills I want to Develop	
C. EDUCATING/INSTRUCTING SKILLS				
27. Informing				
28. Explaining				
29. Encouraging				
30. Helping people to help themselves				
31. Teaching, tutoring				
32. Advising				
33. Training				
34. Creating an atmosphere for learning				
35. Leading a group discussion				
36. Bringing out discoveries through knowledge				
Other				
D. LEADING/MANAGING SKILLS				
37. Leading others				
38. Directing, recruiting				
39. Planning, coordinating				
40. Working without direction from others				
41. Influencing others				
42. Making hard decisions				
43. Following through on plans				
44. Taking chances, risks		1		
45. Beginning new tasks				
46. Being responsible for work of others, supervising				
Other				
E. NUMERICAL/DETAIL SKILLS				
47. Developing a budget				
48. Managing money				
49. Memory for numbers				
50. Keeping financial records				
51. Rapid manipulation of numbers				
52. Counting, calculating, computing				
53. Developing a system of organization				
54. Attention to details, precision work				
55. Keeping deadlines				
56. Follow through on decisions of others				

	Sample	Skills I have and enjoy using	Skills I want to develop
F. PHYSICAL/MANUAL SKILLS			
57. Physical coordination			
58. Manual dexterity			
59. Fixing, repairing			
60. Lifting, balancing, moving			
61. Moving with speed and grace			
62. Preparing meals			
63. Physical stamina			
64. Caring for plants, animals			
65. Building, constructing			
66. Cleaning			
67. Using machines, equipment, tools			
Other			
G. PROBLEM-SOLVING/RESEARCH SKILLS			
68. Gathering information, resources			
69. Judging pros and cons, evaluating			
70. Reflecting			
71. Using intuition			
72. Using logic			
73. Remembering			
74. Concentrating			
75. Observing, comparing			
76. Developing ideas			
77. Anticipating, clarifying problems			
78. Finding the root of a problem			
79. Seeing how parts fit into whole			
Other			
H. CREATIVE/ARTISTIC SKILLS			
80. Expressive			
81. Experimenting, inventing			
82. Sensitivity to beauty			

83. Using symbols				
84. Visualizing colors, shapes, concepts				
85. Playing a musical instrument				
86. Using words in poetry, plays, novels				
87. Acting, staging, directing productions				
88. Improvising				
89. Creating art forms				
90. Innovating				
Other				

MY ACHIEVEMENT DIARY

Handout No. 28

Important/Favorite Achievements

(Things I've accomplished and feel proud of in hobbies, school, personal, and work areas.)

1._____

Skills I Used

_____

_____

_____

_____

-Continued on Next Page-

Important/Favorite Achievements

(Things I've accomplished and feel proud of in hobbies, school, personal, and work areas.)

Skills I Used

2. _____

_____

_____

_____

_____

3. _____

_____

_____

_____

_____

4. _____

_____

_____

_____

_____

Developed by Nancy Deutsch and Roberta Gassman
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Department of Public Instruction

Handout No. 29

Skills

I want to

Use and Develop

	SKILLS	COURSES	ACTIVITIES
Home and Family Responsibilities			
Hobby			
Non-Traditional Occupation			
Traditional Occupation			

Directions for Completing Chart:

1. List at least 3 skills you could develop for managing home and family responsibilities. List also any courses or activities that could help to develop these skills.

2. List at least ONE skill you could develop in a hobby area that interests you. List also any courses or activities that could help to develop this skill.

3. List at least three skills you could develop for an occupation that interests you. List also any courses or activities that could help to develop these skills.

4. List at least three skills that you could develop for a non-traditional occupation that interests you. List also courses or activities that could help to develop these skills.

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Roberta Gassman for
Women's Education Resources, UW-Extension and the
Bureau of Vocational Education, Wisconsin Department of
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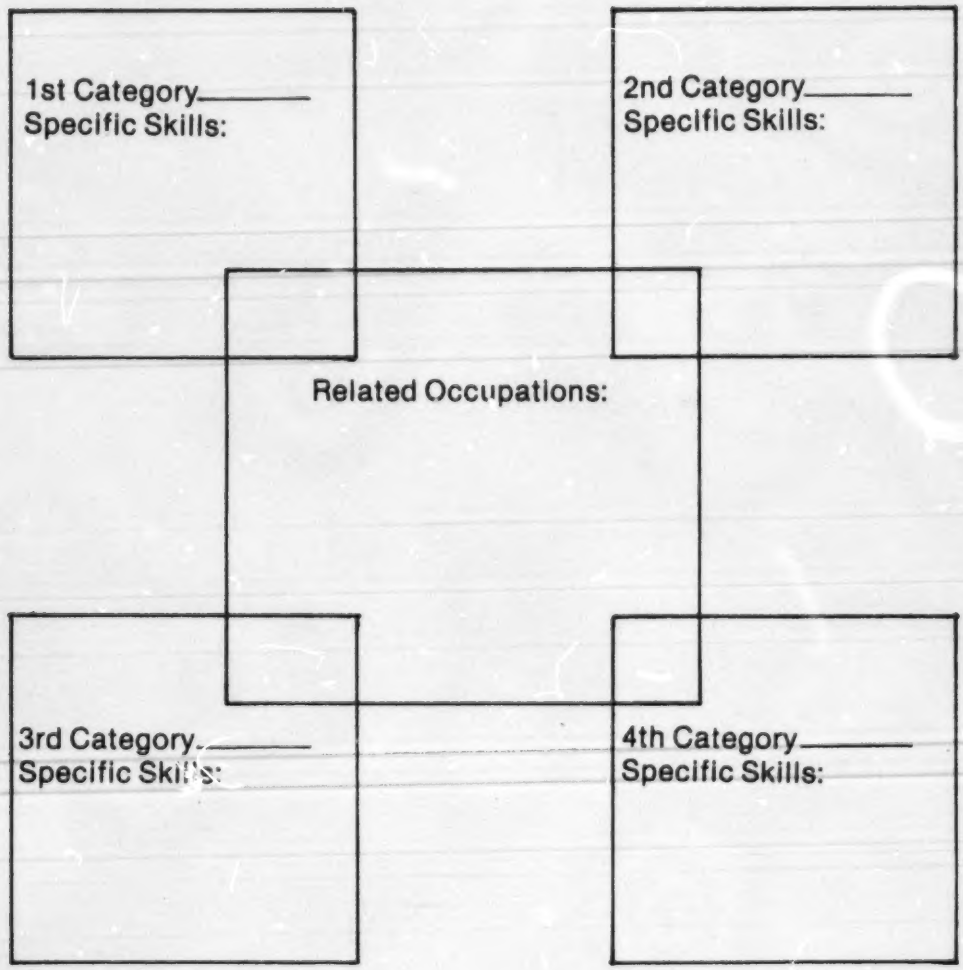
Skills

I want to

USE AND DEVELOP

Handout No. 30



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MODULE 6

RELATING VALUES TO EMPLOYMENT

I. RATIONALE

Participants need to assess their own value system and understand how values relate to occupational choice. Important values can clarify participants' educational and vocational choices.

II. OBJECTIVES

A. To identify values and needs one hopes to satisfy through a paid work environment.

B. To raise awareness of values as they relate to occupational choices.

C. To understand that values can point to career directions.

D. To raise awareness of values conflicts and how that affects occupational choices.

III. MATERIALS

Handouts: Handout #31: "Identifying My Paid Work Values"
Handout #32: "Values Worksheet"
Handout #33: "Putting Values Into Practice: A Class Debate"

IV. TIME

2 hours

V. MODULE ACTIVITIES

A. Introduction of Module (1 hour)

STEP 1. Introduce module and the importance of clarifying values as they relate to work: "In the last module you identified skills you have and would like to develop. Hopefully, that gave you some clues as to fields and occupations you may want to explore. In this module we will spend some time identifying those things you value, or care about, in paid work. This should give you an even clearer picture about the kind of paid work you'd like to do."

STEP 2. Explain the three different values categories.

"Work values are the many different kinds of rewards we get from our paid work. We are going to look at three general categories of values."* They are:

ENJOYMENT--You choose this paid work because it is rewarding in itself; just being involved in the activity is a payoff (for example, painting a picture for the sheer pleasure of it).

WORKING CONDITIONS--You choose this paid work because of what goes with it--high pay, long vacations, a chance to get training. The reward is outside the activity itself.

SERVING SOCIETY--You choose this paid work because you believe it will help others--your community, society, etc. An example would be working for a cause you believe in, such as developing new energy resources.

STEP 3. Introduce exercise. Explain that this will help participants to identify the paid work values that are important to them. Give Handout #31, "Identifying My Paid Work Values." Go over directions.

STEP 4. Pass out "Values Work Sheet" Handout #32 and have participants complete.

Step 5. Lead large group discussion using the following as a guide:

a. What did you find out about what you value in paid work?

b. How did your values match up with occupations you're interested in?

c. Are there values you may have to sacrifice to pursue your interests?

d. Can you see any ways in which sex roles have influenced your value choices? (Did only girls choose helping people? Did only boys choose high pay and advancement?)

e. How might home and family responsibilities affect paid work values five years from now? Ten years from now? (I.e. marriage, children, economy, divorce).

f. How would your parents' values differ from yours?

*Footnote:
The three values categories were developed by H. Figlee, The Complete Job Search Handbook, Holt, Rinehart, and Winston, 1979.

STEP 6. Summarize exercise.

B. "Putting Values Into Practice--A Class Debate" (1 hour)

STEP 1. Explain to participants that actions often clearly demonstrate what we truly value, or as the saying goes, "Actions speak louder than words."

However, sometimes our values compete with each other or are in conflict. This can often be the case in making vocational choices. In the following exercise participants will get a chance to come to terms with such a dilemma.

STEP 2. Give directions for large group debate. Divide the group into three groups, team (A), team (B), and the (C) observers. (If the group is large, facilitator may want to conduct this exercise in a fishbowl style, which would allow smaller teams and more observers). Distribute Handout #33, "Putting Values Into Practice." Each team should be assigned to advocate for one of the jobs "Rosa" is considering. Students may have trouble getting started. Be prepared with key issues to stimulate debate.

STEP 3. After the major points in the debate have been presented and well discussed, facilitator should call time.

STEP 4. Ask for feedback from observers and each of the teams.

STEP 5. Lead discussion using the following:

a. Which of Rosa's values are in conflict?

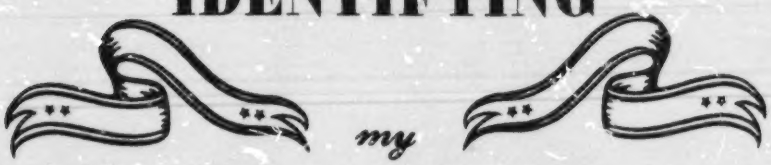
b. How could clarifying her most important values help resolve the conflict?

c. What happens when values "clash"?

d. Can you think of a similar values clash from your experience? What was the result?

STEP 6. Summarize module. Remind participants that although our values may not tell us exactly what kind of paid work we want to do, they give us important information about what we need to look for when considering occupations. Encourage participants not to limit their value selections by sex-role stereotypes.

IDENTIFYING



PAID WORK VALUES

Handout No. 31

Directions: In the following exercise you are to pick your two most important values in each of the three categories: Enjoyment, Working Conditions, and Serving Society. Put a "1" next to the item that is most important and a "2" beside the one that is next important.

ENJOYMENT

When I think of paid work, the two most important enjoyment values to me are:

_____Excitement

_____Variety

_____Interest

_____Security

_____Creativity

_____Respect and recognition

_____Prestige

_____Chance to learn new things

_____Self-expression; work that expresses who I am

_____Adventure

_____Independence

_____Other (specify)

-Continued on Next Page-

WORKING CONDITIONS

When I think of paid work, the two most important working conditions to me are:

_____High pay
_____Vacation
_____No discrimination
_____Flexible hours
_____Advancement
_____Working indoors
_____Working outdoors
_____Friendly co-workers
_____Freedom to do things other than my job
_____Working alone
_____Working as part of a team
_____Living in Wisconsin (or some other specific location)
_____On-the-job training and educational benefits
_____Other (specify)

SERVING SOCIETY

When I think of paid work that would express serving society, the two most important values to me are:

_____Cleaning up the environment
_____Reducing violence
_____Aiding the world hunger problem
_____Reforming the schools
_____Improving family relationships
_____Increasing respect for the arts
_____Improving housing
_____Aiding the disadvantaged
_____Reducing disease, improving health
_____Creating more interesting jobs
_____Working toward world peace
_____Improving the economic situation
_____Helping people to communicate better
_____Other (specify)

Developed by Nancy Deutsch and Roberta Gassman
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Department of Public Instruction

VALUES WORKSHEET

Handout No. 32

1. Name an occupation that would allow you to express your two most important "enjoyment values":

2. Name a role model whose work expresses your two most important values in the "value to others" category:

-Continued on Next Page-

3. Name an occupation that would have your two most important working conditions:

4. Which values would you be willing to sacrifice if you had to?

5. Which values could you express outside of paid work?

6. Look back at the occupations you identified in the skills unit. Would any of these express the values you've chosen? Why or why not?

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Putting Values into Practice:

A class debate

Handout No. 33

Directions: Rosa recently graduated from high school. She would like to work for a while and earn money to go to technical school to study farm business management. She is trying to decide between two jobs listed below. Each of them has advantages and disadvantages. Each group will be assigned a job to advocate for and will try to persuade the other group to their position. In each case keep in mind Rosa's values. What does she have to gain or lose? What will be the consequences of her decision?

JOB #1

This job would involve a chance to work on her uncle's farm. She loves to work outdoors, and she would probably learn a lot. Rosa really likes her uncle, but doesn't get along well with her cousin who teases her and says girls don't belong working on a farm. The pay would be low, and she would not have insurance coverage.

JOB #2

A lot of Rosa's friends are taking jobs in the mill. The pay would be almost double what she could earn on the other job and has insurance and health benefits. The hours are more regular too, so she would have more time to spend with friends. Her sister worked in the mill last year but quit because the work was so repetitive. Rosa worries about getting bored in the job.

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MODULE 7

INVESTIGATING OCCUPATIONS

I. RATIONALE

With the multitude of occupational possibilities and rapid change in the workforce, each individual needs to become adept at researching and investigating occupations. This module encourages participants to investigate both traditional and nontraditional occupations and teaches methods for testing various career options.

II. OBJECTIVES

A. To teach skills necessary to research occupations, ask questions, and gather and use resource material.

B. To explore how sex-role stereotyping affects career choice.

C. To teach a concept (informational interviewing) that will allow participants to reality-test occupational choices.

D. To identify and explore occupational areas for which participant seems well matched (to include one nontraditional area).

III. MATERIALS

Handouts
- Handout #34: "Resources for Investigating Occupations"
- Handout #35: "Investigator's Journal"
- Handout #36: "Investigator's Journal Additions"
- Handout #37: "Investigator's Questions"

IV. TIME

4 hours, plus homework assignment

V. MODULE ACTIVITIES

A. Career Choice Quiz (1 hour)

STEP 1. Introduce module and objectives: "In the past modules you have looked at your skills, values, interests, and lifestyle considerations. You have also made some tentative occupational choices. In this module you will have a chance to expand upon those choices and learn research skills for a more in-depth exploration of careers."

STEP 2. Explain to participants the importance of looking at a full range of occupations, not limited by sex roles. "When people explore

occupations, they often fail to look at all the options open to them. Girls look into what they see as "women's work" and boys explore "men's work."

Facilitator may refer to Module III and consequences of restricting occupational choices by sex roles.

STEP 3. Explain to participants that this exercise will let them take a look at the occupational choices of high school students nationwide and determine whether aspirations of young people are changing.

STEP 4. Have participants list what they would guess to be the top five career choices among high school girls and the top five career choices among high school boys.

STEP 5. Write Gallup Poll answers for quiz on board:

1977 Gallup Poll
George Gallup

TOP CAREER CHOICES OF BOYS	TOP CAREER CHOICES OF GIRLS
1. Skilled worker (mechanic, carpenter, plumber, electrician, etc.)	1. Secretary
2. Engineer	2. Teacher
3. Lawyer	3. Nurse
4. Teacher	4. Other medical
5. Professional athlete	5. *Veterinarian
6. Musician	6. Fashion design/modeling
7. Architect	7. Doctor
8. Farmer	8. Social worker
9. Doctor	9. Business
10. Military	10. Cosmetologist/hairdresser

*An analysis of the data showed that teenagers who picked this career indicated a love of animals rather than monetary or professional ambitions.

STEP 6. Use the following as a guide for discussion:

a. Are you surprised by any of the top choices?

b. What do you notice about the girls' top choices vs. the boys'?

c. How do the boys' choices differ from the girls' choices in terms of salary? skills needed? course preparation? prestige or social status? advancement?

d. Why wouldn't you want to be in a field considered nontraditional" for your sex? Why might you?

e. How does this survey compare with occupations you've considered?

STEP 7. Summarize exercise. Encourage participants to be aware of sex-role stereotypes regarding what is considered "women's work" or "men's work" in the following occupational exploration exercises.

B. Resource Materials for Investigating Occupations (1 hour, including class assignment)

STEP 1. Explain to participants that in this exercise they will begin to explore two occupations (including one that is nontraditional) that they are interested in by using various resource materials. They may also discover additional fields they may wish to explore.

STEP 2. Introduce activity: "I would like you to return to the occupations you selected in the skills and values modules. Make a list of these occupations, adding any others you would like to explore based on what you've discovered about yourself. Make sure your list includes at least one occupation that is nontraditional for your sex."

STEP 3. Distribute Handout #34, "Resources For Investigating Occupations." Briefly go over list of resources adding any other resources that would be helpful.

STEP 4. Instruct participants to pick from their list two occupations or fields (at least one nontraditional) to investigate. Distribute "Investigator's Journal," Handout #35, for participants to use as a guide. Participants may want to use school/public library, job service office and/or community resources in exploring their selected occupations.

STEP 5. Ask for feedback on exercise. Lead discussion on "Investigator's Journal." What did you discover? What resources were most helpful? any problems? Did you discover additional occupations?

C. Informational Interviewing (2 hours, plus homework assignment)

STEP 1. Introduce concept of informational interview: "A key factor in investigating occupations is learning how to gather information. You have already begun that process by using resource materials. Now that you know something about the occupations that interest you, you can go a step further by interviewing or asking questions of people in the field. This is known as an "Informational Interview." In an informational interview you are not asking for a job. You are asking for information and advice about occupations or fields that interest you."

STEP 2. Give Handout #37, "Investigator's Questions." Explain to participants that this is a list of suggested questions for exploring an occupation.

STEP 3. Demonstrating the informational interview. Instruct participants that in order for them to gain an understanding of the informational interview, you are going to ask for two volunteers to role play an interview. One participant will play the role of the interviewer and will ask a few questions from the "Investigator's Questions," Handout #37. The other participant will play the role of their parent and will be interviewed about their parent's occupation. (Remember, being a homemaker is also an occupation.)

STEP 4. Ask the two volunteers to come to the front of the room to conduct the interview. After about 5-7 minutes, stop the role-play and ask for feedback from both the volunteers and other group members. Remind participants that learning to ask questions is an important tool for exploring careers.

(Other ways to practice the interview could include having participant interview a teacher about her/his job, inviting a panel of people from the community into the classroom, and having participants take turns interviewing them about their occupations, or participants could interview students taking nontraditional courses.

STEP 5. Give additional suggestions for conducting informational interviews.

a. Express appreciation for her or his time.

b. Maintain eye contact during interview.

c. Ask for a specific amount of time, i.e. 30-60 minutes.

d. Record information given.

e. Send thank-you note.

STEP 6. Assign informational interview as homework. Instruct participants that they are to conduct informational interviews with persons employed in the two occupations they researched, using the "Investigator's Journal," (again to include one nontraditional occupation). If time allows, have participants work in small groups to brainstorm where they might go to conduct their interviews. Facilitator can also give assistance.

After completing their interviews, participants should return to "Investigator's Journal," Handout #35, and "Investigator's Journal Additions," Handout #36, to make any additions or changes based on the information gathered in the interview.

STEP 7. Lead large-group discussion. Facilitator should be aware of her/his key role in helping participants make the connection between the characteristics of traditional vs. non-traditional occupations they have just investigated.

Lead discussion using the following:

a. What reactions do you have to the informational interview? easy? difficult? Anything you would do differently?

b. What difference did you find between the occupations you explored? salary? advancement? social status?

c. If you chose to pursue either occupation, how would this affect your course selection? math/science preparation? (Facilitator may suggest person see Guidance or vocational counselor).

d. How would pursuing either of these occupations affect your future life-style? geography? family? household responsibilities?

e. Are either of these occupations worth pursuing now? in future? Why/Why not?

STEP 8. Summarize module. Explain to participants that investigating occupations and making vocational decisions is a lifelong task. Caution participants against getting "locked in" to any one choice, but instead work toward increasing their occupational investigation.

RESOURCES FOR INVESTIGATING OCCUPATIONS

Handout No. 34

THE OCCUPATIONAL OUTLOOK HANDBOOK. This contains information on approximately 300 occupations and 35 industries. Can be found at most libraries.

THE DICTIONARY OF OCCUPATIONAL TITLES. This contains information on 20,000 job titles, nearly all the defined jobs in the U.S. economy. Occupations are organized according to job relationships, alphabetically, and by industry. Can be found at most libraries.

WISCONSIN CAREER INFORMATION SYSTEM. This service provides career information in two forms--a manual version and a computer version. WCIS provides current information on occupations within Wisconsin and nationally, post-secondary schools in Wisconsin, two-and four-year colleges nationwide, graduate schools nationwide, financial information, and other career information. Can be found at schools, Job Service offices and Comprehensive Education and Training Act programs.

NEWSPAPERS. Want ads will give you information that is more specific to your geographic location. Ask librarian for indexes that will give you recent articles about occupations or industries you're interested in.

MAGAZINES AND TRADE JOURNALS. These can be helpful in giving you information on current developments in the field. Ask a librarian for help with indexes to direct you to the information you need.

CAREER EDUCATION DIRECTORY. Lists vocational/technical programs throughout the state of Wisconsin. Helpful for checking out aptitudes and course preparation needed to enter various programs.

US. FEDERAL GOVERNMENT PUBLICATIONS. The Department of Labor publishes low cost (usually under $1.00) pamphlets giving information about occupations, industries, employment prospects in the future, and the status of women, for example, relating to non-traditional jobs. Ask your school counselor, librarian, or write: U.S. Government Printing Office, Washington, D.C., 20402.

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INVESTIGATOR'S JOURNAL

Handout No. 35

(To Be Completed for Each Occupation Under Study)

OCCUPATION UNDER STUDY.

WORK DESCRIPTION: (main duties of job or field)

JOB REQUIREMENTS: (physical abilities needed, aptitudes, etc.)

COURSE PREPARATION/TRAINING:

High school courses needed or preferred:

Education beyond high school:

SALARY:

ADVANTAGES/DISADVANTAGES:

HOW DO YOU AND OCCUPATION FIT:

Skills:

Values:

Home/Family Considerations:

RELATED OCCUPATIONS:

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INVESTIGATOR'S JOURNAL *additions...*

Handout No. 36

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INVESTIGATOR'S QUESTIONS

Handout No. 37

Occupation under study: _____

Name of employing organization: _____

Name of person interviewed: _____

Suggested Questions:

How long have you worked in this job? _____

How did you get into this type of work? _____

_____

What is a typical day like for you? _____

_____

What are your major responsibilities? _____

_____

What do you like best about your job? _____

_____

What do you like least about your job? _____

_____

What high school course preparation is needed? preferred? _____

_____

-Continued on Next Page-

How much general education is required?_____

_____

What kind of education is required? (Technical training, college, on-the-job training, apprenticeship, graduate school, etc.?)_____

_____

Is union membership required?_____

What are the physical demands of the work?_____

_____

What special abilities are needed? skills?_____

_____

What is your schedule like? Is part-time work available?_____

_____

What is the typical starting wage or salary? fringe benefits? (Training, health insurance, etc.)_____

_____

What chances for advancement are there? for women? for men?_____

_____

What barriers exist for men entering this field?_____

_____

What barriers exist for women entering this field?_____

_____

What barriers exist for minorities entering this field?_____

_____

What barriers exist for handicapped persons entering this field?_____

_____

How does this type of work affect your lifestyle? home and family obligations?

_____

_____

What are some related occupations?_____

_____

Whom else would you suggest I talk to for more information about this field?

_____

_____

MODULE 8

SETTING LIFE GOALS

I. RATIONALE

It is necessary for participants to put together all they have learned about themselves and about life/work planning through these training materials. This module is designed to help participants review what they have learned about themselves through the training. The module will also help the participants look ahead to think about what the future could be like. To help them focus on making conscious choices rather than just falling into situations, the module will have them do some preliminary life/work goal setting. The participants will then be making a commitment to initiate one step toward a future life/work goal.

II. OBJECTIVES

A. To encourage looking ahead and being prepared to follow the long-range, lifelong process of life/work planning.

B. To help participants review all they have learned about themselves and the specifics of life/work planning through these training materials.

C. To encourage looking ahead and setting some 5-year goals.

D. To have students commit themselves to taking one step toward a life/work goal.

III. MATERIALS

Handouts: Handout #38: "Traveling the Path of Life/Work Planning"
Handout #39: "What I Can Do Next Contract"

IV. TIME

4 hours

V. MODULE ACTIVITIES

A. Introduction of Module (10 minutes)

STEP 1. Explain to participants that the purpose of the module is to help them review what they've learned about themselves as well as do some goal setting for their own life/work planning.

STEP 2. Explain that this module is designed to help them with the essence of life/work planning: to live by conscious choices rather than just falling into situations.

B. Looking Into the Future Exercises (50 minutes)

STEP 1. Ask participants to think for a few minutes about what the future will be like. Then divide large group into groups of 5-6. Ask each group to talk about and decide what life will be like in ten years. They should cover such areas as working conditions, scientific advancements, entertainment, transportation, living conditions, and population. Assign one person the task of recording the group's findings.

STEP 2. Have small groups report their findings back to large group. Discuss.

C. Traveling the Path of Life/Work Planning Exercise (1 hour)

STEP 1. Distribute Handout #38, "Traveling the Path of Life/Work Planning," and explain that this exercise will help them review what they've found out about themselves through the training so that they will now be able to look ahead and do some of their own goal setting.

STEP 2. Ask participants to fill in "Traveling the Path of Life/Work Planning." They may refer to any materials from previous modules if they need or desire to.

D. Five-Year Goal Setting Exercise (1 hour)

STEP 1. Tell participants that they are now prepared to do some of their own goal setting.

STEP 2. Tell them that they will do their goal setting in the form of writing a letter to a friend. Ask participants to imagine that it is five years from current date. Then give them the assignment of writing a two-page letter to their closest friend describing what their life is like. They should mention the following issues in the letter: their paid work; their salary; their education and training; their social situation; what they do for recreation; where they live; their home and family situation; how they are managing the dual demands of home and family and paid work. This assignment can be done in class or as homework.

STEP 3. Facilitate large discussion with participants sharing their letters and their thoughts about what it was like to write the letters.

E. What I Can Do Next Exercise (50 minutes)

STEP 1. Distribute "Contract: What I Can Do Next," Handout #39, and ask participants to think about it for a few minutes. Then either have participants fill out the contract in class or have them do it at home as a homework assignment.

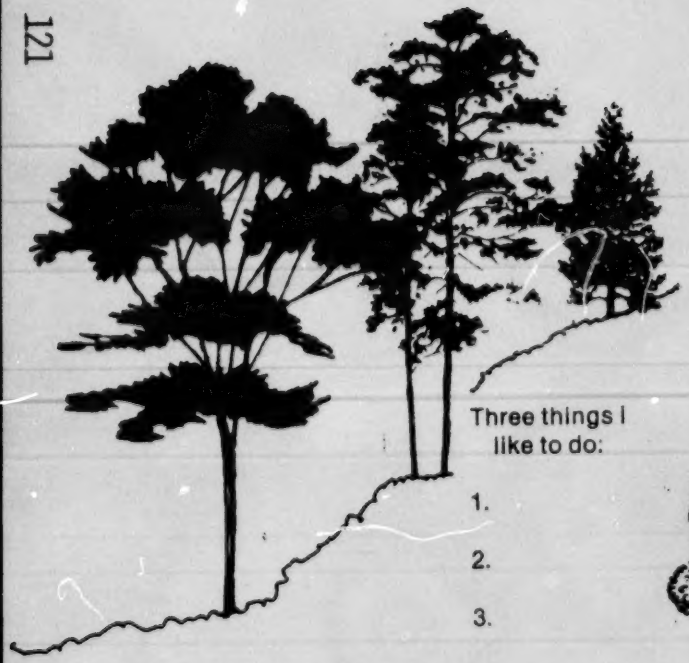
STEP 2. Facilitate large-group discussion having participants report their future plans to large group.

F. Summary (10 minutes)

STEP 1. Make summary statement about how all of the materials were designed to give them more control over their lives. All people can make better decisions and end up in better life positions, whether it is in relation to deciding a future occupation or avoiding an unwanted pregnancy, if they apply the principles of life/work planning to their lives.

STEP 2. Facilitate large-group discussion having participants discuss how life/work planning can help them and give them a better sense of direction.

TRAVELING THE PATH OF LIFE/WORK PLANNING
Handout No. 38

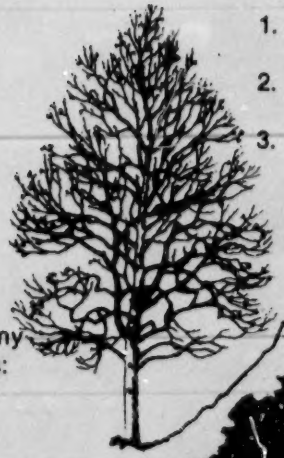


Three things I like to do:

1.

2.

3.



Two of my values:

1.

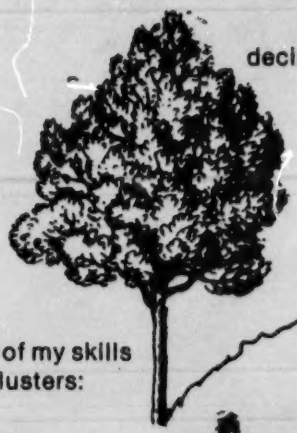
2.

Three of my strengths:

1.

2.

3.



My favorite decision-making style

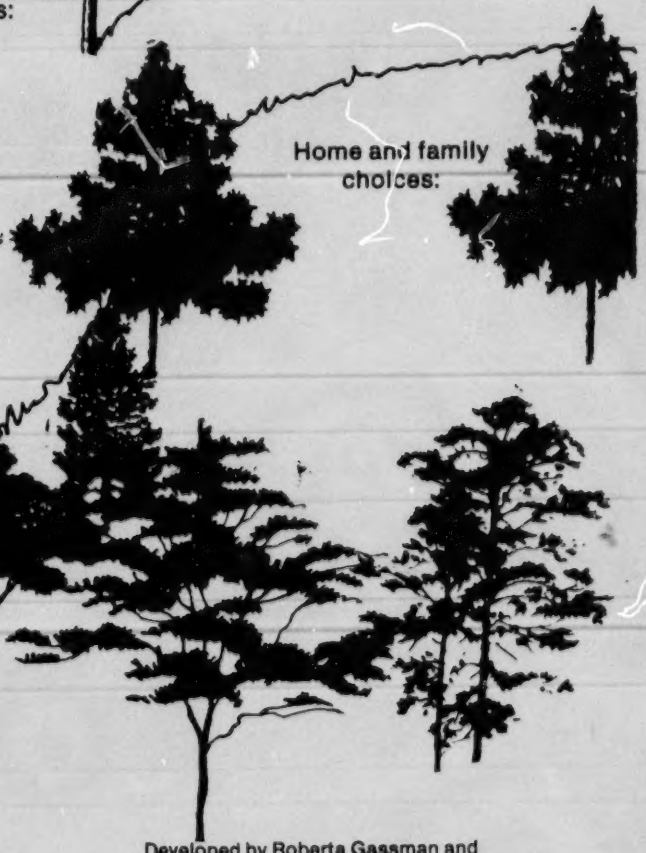
Two occupational areas I like:

Three of my skills clusters:

1.

2.

3.



Home and family choices:

Developed by Roberta Gassman and Nancy Deutsch for Women's Education Resources, UW-Extension and the Bureau of Vocational Education, Wisconsin Department of Public Instruction.

WHAT I CAN DO NEXT CONTRACT

Handout No. 39

1. Occupational area(s) I'm interested in for the future _____
   _____
   _____

2. Home and family situation I'm interested in for the future _____
   _____
   _____
   _____

3. I will investigate these interests through:

   a. _____ taking a course (specify: _____)

   b. _____ on-site tour (of factory, business, school, college, etc.)

   c. _____ part-time job

   d. _____ library investigation

   e. _____ Job Service

   f. _____ Extra-curricular activities (student clubs, YMCA, Scouts, 4-H, Future Business Leaders of America, Future Farmers of America, Future Homemakers of America, etc.)

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g. _____ informational interview with employee

h. _____ informational interview with student

i. _____ informational interview with teacher

j. _____ informational interview with friend

k. _____ informational interview with parent

l. _____ informational interview with vocational or guidance counselor

4. Anything else? _____

_____

5. My first step will be: _____

_____

_____

_____

6. I will take this first step by: _____
(date)

Signed: _____
(name)

_____
(date)